

**FACTORS INFLUENCING ACCESS TO PRIMARY EDUCATION AMONG
NOMADIC PASTORALISTS IN LOIMA SUB-COUNTY,
TURKANA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This thesis is my original work and has never been presented in any institution for any academic award.

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DEDICATION

I dedicated this thesis to my father the late Mr. Edung Ichor Lokaalei, my children Gole, Awoi, Melissa, Gad and Bery for their inspiration.



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ABSTRACT

The purpose of the study was to establish factors that influence access to primary education among the nomadic pastoralists in Loima sub-county, Turkana County, Kenya. The study was informed by the following objectives: to determine the extent to which cultural factors influence access to primary education among the nomadic pastoralists in Loima sub-county, to find out economic factors influencing access to primary education among nomadic pastoralists in Loima sub-county, Turkana County and to examine environmental factors influencing access to primary education among nomadic pastoralists in Loima sub-county. The study will be conducted in Loima sub-county, Turkana County which is predominantly occupied by nomadic pastoralists. The researcher would utilize multi-stage methodology and proportion sampling procedure which would be used for the selection of the number of the households from the various clusters as the sample frame work for the study. The target population for the study was 471 respondents which include 147 teachers, 160 parents, 155 pupils and 09 Sub- County education officers. The sample size of study was 123 respondents. Data was collected using structured questionnaires and interviews guides. The simple random sampling procedure was applied in the administration of the questionnaire in order to give equal chance to all participates. The purposive sampling was applied to select the key informants in the study. The study adopted the descriptive survey design where both qualitative and quantitative techniques were utilized in the study to allow the adequate generalization of the findings. Data analysis was done using descriptive statistics. Statistics significance was obtained by examining the values. Qualitative data was grouped in the thematic areas and analysed. The findings were presented using frequency tables, graphs, and charts. The findings of the study were to give an insight into the state of education enrolment among the primary schools in Loima Sub-County. Such findings would be useful to education planners, national government, policy makers and development partners with interest of promoting quality access to education for all learners. It would also help the government of Kenya in developing and putting up mechanisms and measures of addressing the challenges of inclusive education and avoid exclusion of children from acquiring quality education. It also helps the government in putting in place legislations and policy frameworks that would promote quality education in Loima Sub-County. It also helps the County Government of Turkana in developing and designing programs that are aimed at promoting education amongst the nomadic and marginalized children in the county. This study was further be used by the policymakers in the County Department of Education in coordinating and providing quality education to all children of Turkana County.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	:	Arid and Semi-Arid lands.
C.R.C	:	Commission on Revenue collection.
E.C.D	:	Early Childhood Development.
E.F.A	:	Education for All.
GOK	:	Government of Kenya.
KNBS	:	Kenya National Bureau of statistics.
M.D.G	:	Millennium Development Goals.
S.D.G	:	Sustainable Development Goals.
MOEST	:	Ministry of Education, Science and Technology
NACECE	:	National Centre for Early Childhood Education.
NACOSTI	:	National Commission for Science, Technology and innovation
N.I.S	:	National intelligence Services.
P.R.S	:	Poverty Reduction Strategy.
TCSC	:	Turkana County Steering Committee.
UN	:	United Nations.
U.N.C.R.C	:	United Nations Convention on the Rights of the Child.
UNESCO	:	United Nations Educational, Scientific and Cultural Organization.
UNICEF	:	United Nations Children’s Fund.
W. B	:	World Bank.
NACONEK	:	National Council for Nomadic Education in Kenya.
S.P.G	:	Society for the Gospel Propagation of the Gospel.
N.F.E	:	Non-Formal Education.
K.A.R	:	Kenya African Riffle.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights the background information of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and rationale of the study, significance of the study, scope of the study, study limitation and delimitations, assumption of the study, abbreviations and acronyms and definition of key terms.

1.1 Background of the study

The accessibility of primary education for nomadic pastoralist communities remains a challenge globally, particularly in developing countries where such communities face social, economic, and environmental barriers to education. Primary education is universally acknowledged as foundational for individual and societal development, contributing significantly to social stability, economic growth, and poverty reduction (UNESCO, 2021). However, disparities in access persist, especially among marginalized communities such as the nomadic pastoralists of Loima Sub-County, Turkana County, Kenya. For these communities, education is often inaccessible due to cultural, economic, and environmental constraints, with various factors impeding the ability to enrol and retain students in primary education programs (Dyer, 2016).

The cultural practices of nomadic pastoralists can be a significant factor influencing educational access. Nomadic lifestyles, which require frequent migration in search of water and pasture for livestock, inherently disrupt regular schooling schedules (Krätli & Dyer, 2009). Additionally, certain cultural norms may prioritize traditional roles over formal education, especially for girls, who are often tasked with domestic responsibilities or early marriages (Ng'asike, 2014). Consequently, these practices create a context in

which primary education is deprioritized, affecting both enrolments and retention rates in schools within pastoralist regions (Woolner et al., 2010).

Economic constraints further compound the challenges faced by nomadic pastoralists in accessing primary education. Turkana County is one of the most impoverished regions in Kenya, with limited access to stable income sources outside of pastoralism (Omollo, 2017). The economic demands of pastoralism, combined with scarce resources, often force families to make difficult choices, prioritizing immediate economic needs over long-term educational investments. High levels of poverty limit the ability of families to afford school-related expenses, such as uniforms, books, and other materials, further marginalizing children from educational access (Ackers & Migoli, 2011).

Environmental factors play a critical role in influencing education access among pastoralist communities, particularly in the arid and semi-arid regions like Turkana County. The harsh climatic conditions in Loima Sub-County exacerbate water scarcity and food insecurity, forcing families to migrate seasonally (Dyer, 2016). This seasonal migration pattern disrupts children's attendance and continuity in schools, as educational facilities may be scarce or inaccessible in pastoralist migration routes. Additionally, infrastructure challenges, including the limited number of schools, make educational access highly conditional on geographic proximity (UNICEF, 2019). In many cases, the distances required to reach schools are prohibitive for young children, contributing to low enrolment and retention rates (Kratli, 2001).

Efforts by the Kenyan government and non-governmental organizations (NGOs) to address these issues have yielded mixed results. While mobile schools and boarding options have been introduced to accommodate the migratory lifestyle of nomadic pastoralists, challenges in maintaining adequate staffing, resources, and infrastructure

persist (Ng'asike, 2014). Boarding schools are sometimes culturally misaligned with pastoralist communities' way of life, which can deter some parents from enrolling their children (Ackers & Migoli, 2011). As a result, there remains a significant need for policies and educational programs that are culturally sensitive, economically feasible, and environmentally adaptable to address the unique needs of pastoralist communities in Turkana County and other similar regions.

While primary education is essential for community development, access for nomadic pastoralists in Loima Sub-County, Turkana County, is constrained by cultural, economic, and environmental barriers. These challenges underscore the necessity for targeted interventions that accommodate pastoralist lifestyles and address the systemic inequalities that limit educational access in this region (UNICEF, 2019). By understanding these unique factors, policymakers and educators can develop more inclusive and sustainable strategies to enhance educational access and support the developmental needs of these marginalized communities.

In Scotland, the church devised a program for the spiritual reform by creating the notion of a school teacher for every parish church. At the same time, an act of the Scottish parliament guaranteed free schooling for the children of low-income households. (Moore, 2018) .Taxes were introduced to pay for the program. Herbart was the inventor of a teaching approach that is still widely used in classrooms around the globe in which German is the primary language of instruction. Around the year 1800, the government of Prussia instituted a system of mass compulsory education with the intention of generating more troops and more loyal people. In the 17th century, as a result of this, the scientist and educator John Amos Comenius was motivated to overhaul the universal education system, and his efforts were successful enough that it was implemented throughout the

Europe. This led to an increased interest on the part of the government in education, which, in turn, resulted in education being substantially more prevalent throughout the vast majority of nations in Europe and Asia (Cates & Schaeffle, 2011).

According to (Bonner et al., 2017) the term "education" refers to the process of obtaining desired behaviours, knowledge, and attitudes via learning, maturity and experience for the benefit of both the individual and society as a whole. There are three types of education: formal, non-formal, and informal (Bonner et al., 2017). Learners are supposed to be prepared via their educational experiences for the shifts in mind set and interpersonal dynamics that are required to ensure the efficient operation of the dynamic contemporary economy. (Keiler, 2018) As a result of fast modernisation, there will almost certainly be a covert social revolution in the years to come. There is a rising understanding of necessity to make considerable headway expanding services to nomadic groups if national aim for Education for All (EFA).

The notion and practice of universal, compulsory, public education emerged progressively in Europe from 16th century until the 19th Century (Dudin et al., 2019). The educational methods used now in Europe may be traced back to the schools of the medieval times. During this period several schools were formed around religious ideals with the main objective of preparing the clergy (Bonner & Thomas, 2017). Several of the early institutions, including the University of Paris, were established in 1160 and had a Christian foundation. There were institutions that were not affiliated with any religion, such as the University of Bologna, which was established in 1088 (Matus & Talburt, 2015).

Free education for the poor was officially mandated by the church in 1179, when it decreed that every cathedral must assign a master to teach poor boys.

The curriculum was based around the trivium to lesser (liberal arts) and it was conducted in Latin, the lingua franca of educated Western Europe throughout the middle Ages and renaissance (Bryer, 2017).

In Japan, the education system puts emphasis on discipline and competent performance. The traditional Samurai Curricula for elites stressed morality and martial arts, Confucian Classics were memorized and reading, recitation of them was common methods of study (Jackson, 2018). Arithmetic and calligraphy were also studied. The education of commoners was generally practically oriented providing basic 3-Rs, calligraphy and use of the abacus, much of this education was conducted in temples (Terakoya) derived from earlier Buddhist schools and schools were allocated away from the temples, through “iwakura” mission many Japans were sent abroad to study the education systems of leading western countries and students returned with the idea decentralization, local school and teacher economy (Allen & Bull, 2018).

The first European missionaries in Africa established schools in the late 15th century, but these were not widespread until the 19th century European colonial official established secular schools for Africa in the early 20th century.

Missionaries from Europe brought Western education to Africa in the 19th century. The dissemination of Western education was an important factor in the successful colonization and pacification of Africa. In order to create room for Western education and European civilisation, colonialism led to the denigration and disruption of Africa's traditional education and educational system (Keiler, 2018). The missionary objective was to convert Africans to Christianity via the means of education with the Bible as the main master book (Sahin, 2018). The missionaries' effectiveness was ultimately determined by their capacity to read and comprehend the Bible. Attached to the castles

on the Gold Coast region of West Africa where the first Western schools were established. The earliest school in contemporary Ghana was founded in Elmina by the Dutch West Indian Company in 1644 and placed under the supervision of the castle chaplain for the education of the Mulatto people. At this school, the pupils were taught the Dutch language and were encouraged to adopt Dutch culture. Reverend Thomas, who had been sent from England by the organization for the propagation of the Gospel (S.P.G), founded the third school in Cape Coast in 1752. The curriculum at this school was clerical (Sahin, 2018). The provision of basic education, secondary education, and vocational training aimed to adapt Africans to their physical surroundings as well as subordinate positions in the colonial services was the major emphasis of the educational system during this time period. The educational strategy of the French colonial government was formed by a preconceived concept of what Africa should be, and as a result, the French colonial government felt the need to offer education for the African people "along his own lines" (Robison, 2011).

The Portuguese, the Belgians, and the Germans all closely followed the French model when it came to the educational system that they established. The foundation of the Portuguese colonial strategy in Africa was the French Assimilation. The educational system that the Portuguese established in their colonies was intended to have an effect on Portuguese culture and values (Cabral & Wolfers, n.d.). They saw their colonies in Angola as being of great importance. In this article titled "Portuguese Africa," we discuss the countries of Mozambique, Guinea, and Bissau, as well as the island of Sao Tome, as overseas extensions of Portugal (Puchalski, 2017). African nationalists were given the tools they needed by Western education to overthrow European colonial control.

For colonial power, western education developed the Frankenstein monster. Education was first brought to Africa by Europeans in an effort to strengthen their imperial dominance in the region; nevertheless, education ultimately assisted Africans in the process of liberating themselves from colonial domination (Wempe, 2019).

European education never resulted in the dumping of neither western education nor European culture as a value system when Europeans left Africa; rather, Africans adopted the European customs, political systems, and way of life through the process of neo-colonialism. However, in the process of empowering Africans, western education was also alienated (Jesus, n.d.).

Education is often regarded as the most successful method for combating poverty since it provides individuals with the chance to better their lives and make their voices heard, as well as boosts their productivity, health, and encourages involvement in civil society (Dudin et al., 2019). Despite the fact that the past decade has seen rapid progress toward universal primary education, with some countries significantly increasing enrolment and extending opportunities for the disadvantaged groups (UNESCO, 2010), the provision of formal education for hard-to-reach rural communities (and especially pastoralists) has remained a challenge all over the world. This is especially true in countries where there is a large population of pastoralists (Dudin et al., 2019).

According to (Donnelly & Whelan, 2020), there are still millions of pastoralists who do not have access to elementary education, and an uncountable number of those who do have access to education quit before finishing it. Some people are utterly unable to participate in formal education since the curriculum is of low quality and often unrelated to the requirements of the learners, as well as the demands of social, cultural, and economic development (Gonçalves, 2021). In addition, the lifestyle of this group seems

to be unaffected by the formal education system, which promotes sedentary lifestyles and makes it difficult for them to engage in school.

As a consequence of this, several nations have shifted their attention to developing alternate educational delivery systems.

By the middle of 1970, non-socialist countries were turning to embrace the need for Non-Formal Education (NFE) in addressing the education for the masses. It was recognized as the only way that the education for illiterate masses.

The neglected masses, those out of school, and also those unable to access formal education due to their lifestyles was addressed (Krashen, 2008). The nomadic pastoralists qualify in these categories and hence are suitable target for non-formal education (NFE) in addressing their participation in education. However, the Jomtien World Conference on Education for All in 1990 (EFA), sparked off a new impetus towards basic education especially with its vision and renewed commitment in making it available for all through the use of alternative provision modes. Kratli [2011] as cited in UNESCO (UNESCO, 2005) asserts that, formal schooling has become a challenge, hence millions of nomadic children remain outside the education system. The only way to reach them is through non-formal education.

Before the coming of the European Christian missionaries and Arabs to the Coast of Kenya, Kenya had a rich history of traditional system of education, although the system varied from one community to another and the goals were almost similar. Its goal was to train individuals to fit into the society as useful members. The traditional education was integrated with the social cultural, religious and recreational life. This type of education provides skills, knowledge and was socializing agent that transmitted cultural values from one generation to another (Wachira, 2010).

Christian missionaries introduced western education system in Kenya by the 19th century. Ludwig Krapf and John Rebmann were the first Christian missionaries in Kenya and they settled at the East Coast of Kenya. The first mission was established in 1846 at Rabai Mpya near Mombasa.

The missionary education targeted African children. They believed that Africans were backward, uncivilised, uncultured had no history, religion and immoral with nothing worth learning. They decided to try to educate the Africans children by removing them from the influence of home and tribe. The missionary transferred to Africa the European lowest class curriculum to meet the needs of the British working class.

This was meant to make Africans appreciate dignity of work, habit of industry and self-reliance (Masulu, 2010). The Africans detested the education designed for them by the missionaries and the colonial government. They detested the industrial technical education and clamoured for literacy education and Alliance High School was the first secondary school in the protectorate before the establishment of African independent schools like Githuguri and Karinga schools in central province of Kenya (Wachira, 2010).

Following independence, various new changes were brought in the education system of the country. Education system after independence in 1963 mainly focused on social and economic growth of the nation, in order to get rid of ill effect of the colonial education system.

In Turkana land, the first European came in 1888 when Mr Count Teleki explored the area. The British civil administration arrived in 1926 and managed to set up the only primary school that existed by that time was Lodwar primary school which was established by the colonial administration particularly for the purpose of literacy training

of Kenya Africa Rifles (K.A.R) and Kaputir primary school was established by the local Chief called Abong Looya of Ngisonyoka clan, both schools were established in 1936. The main goal of these schools was to teach soldiers the 3Rs. Later, they were shut down because there weren't enough teachers, and the few students who wanted to keep going to school were sent to a government school in Kapenguria (Good, 2007).

The Catholic Church in Turkana County started during the distribution of relief food in some parts of the county in 1962. The Catholic Church wanted to start schools in the Turkana District. The main goal was to help with the distribution of relief food and the establishment of health facilities to care for sick and malnourished children in the famine camps. The issue of school emerged which was driven by a large number of children roaming in the camps in Kekorongole irrigation scheme which was also church project for the resettling famine struck families. Sir Bernadette Gilsenen and Fr. Eugene Hillman came to work in the relief camp and also gave medical care. Due to the depressing situation, he saw in Turkana District during his brief visit there, Fr. Eugene Hillman suggested that education be given top priority. He was later given money by the German Bishops, and the MISEREOR Mercy Organization helped with education in the Turkana District. Sir. Bernadette of M.M.M. was in charge of setting up the first primary school in Turkana west, Lorugum. She was helped by Fr. P. Cullen, who made sure that the work began in September 1962 and that the school opened in January 1963. Fr. P. Cullen was the first head teacher of Lorugum primary, which is (Good 2007).

In 1968, Rt. Rev. Monsignor John Christopher Mahon of Kiltegan Missionaries moved to Turkana District from Ogoja state in Nigeria, where he was working as a priest. He wrote an assessment of his point of view under Lorugum Primary School, which was in fourth grade when Rev. Mahon arrived. Mahon discovered that Turkana District did not

have a single secondary school. Those primary school pupils who did well in their C.P.E will go nowhere, since we had no any secondary school in Turkana District. This led to the establishment of Lodwar secondary school, although the idea of establishment of secondary school was still objected by the Colonial Authority, but the D.C Lamber accepted the idea of building of secondary school in Lodwar and foundation stone was laid on in 1968. Rev. Con. Rayne served as the school's first head teacher, and a sizable number of residents from the area were allowed to enrol. As a result, Turkana now has more educational options (Baur, 2009).

Following the Catholic Church establishment of numerous primary and secondary schools in Turkana district. Turkana people didn't care much about education, so they didn't send their kids to school. The chiefs within the area mobilized village elders from each village to get children by force and take them to school.

Most of the older boys and girls never went back to school after their first break. They said that life in school wasn't as good as life in the village because they were stuck in one place (Sifuna & Ganda, 2006).

The education system in Turkana County is terrible and only shows that basic human rights are not being met. Turkana County is the least educated county in Kenya, with the most people who have never gone to school. This is compared to Nyeri County, which has the fewest people who have never gone to school, and Nairobi County, which has the most people who have gone to school. Low enrolment and high dropout rates in schools are a result of a severe teacher shortage, early marriages, migration, a lack of classrooms, and insufficient food. Turkana County had 352 primary schools with enrolment of 130,380 pupils, only 50% of primary school age- going children enrolled in school far below the Kenyan average of 92% and adult literacy rate in the county is 20%. The

teachers are 1,431 with a shortfall of 2,298 and the current national teachers-pupils ratio in Kenya is 1:47, but in Turkana average ratio of teacher-pupil is 1:91 which is against the standard ratio required by the ministry of education, science and technology (UNESCO, 2010). (UNESCO, 2010).

Loima Sub-County takes pride in being the first place where missionaries taught. The first missionary built the first school in Loima sub-county, where the first students went to college, leaving other parts of the former Turkana District without education. Today, 97% of Loima residents are illiterate and only 3% of Loima residents have formal education, making Loima sub-county the most uneducated sub-county in Turkana County. This is contributed by many factors like early marriages, severe drought, migration, nomadic lifestyle, long distance, and insecurity, under staffing leading to poor performance, lack of sufficient clean water, girl negligence and lack of health facilities near schools. There was low transition from primary to secondary which eventually translates into minimal transition to the University.

Loima sub-county lags behind in terms of enrolment at the university, as shown by the number of students who applied for a loan in 2013/2014. (KNB, 2014). Primary education in Loima sub-county remains appalling low. Compared to their peers from the rest of the country, which has a large number of children enrolled in primary schools, more children from the Loima sub-county are not in school.

Even though the Government of Kenya made primary school free in 2003, many children in the Loima sub-county who are of school-going age are still at home taking care of animals. Loima sub-county hasn't caught up in terms of access to education. Stakeholders don't pay much attention to the problem that keeps pastoralist children from Loima sub-county from going to school. (UNICEF, 2008).

1.2 Statement of the Problem

Providing quality education to all children is a core goal of Kenya's commitment to the 2015 Millennium Development Goals (MDGs). Despite significant reforms, including the Free Primary Education Program introduced in 2003 and free secondary school tuition in 2008, access to education remains challenging for nomadic pastoralist communities, such as those in Turkana County. In response, the Kenya Education Sector Support Program (KESSP) and the establishment of the National Council for Nomadic Education in Kenya (NACONEK) have aimed to address these challenges by developing policies, mobilizing resources, and implementing programs to support nomadic education.

These efforts include low-cost boarding schools, school feeding and nutrition programs, and mobile schools for nomadic communities, especially in arid and semi-arid lands (ASALs). However, the effectiveness of these initiatives remains limited. Despite policy frameworks guaranteeing free and compulsory education, enrolment rates in Turkana County remain among the lowest in Kenya. As of 2018, only 50% of Turkana children aged 6-13 were enrolled in primary school, compared to a national average of 92.5% (Ngugi, 2017; Turkana County Integrated Plan, 2018).

This gap is largely attributed to the nomadic lifestyle, which often conflicts with the conventional school structure designed for sedentary communities. Without inclusive educational strategies, Kenya risks compromising both the educational rights of pastoralist children and broader national development goals. This study thus seeks to explore the specific cultural, economic, and environmental factors that continue to hinder access to primary education for nomadic pastoralist children in Loima Sub-County, Turkana County.

1.3 Purpose of the Study

To establish the factors that influence access to primary education among the nomadic pastoralists in Loima sub-county, Turkana County, Kenya.

1.4 Objectives of the study

This study was informed by the following objectives:

- 1) To determine the extent to which cultural factors influence access to primary education among nomadic pastoralists in Loima sub-county, Turkana County.
- 2) To find out economic factors influencing access to primary education among nomadic pastoralists in Loima sub-county, Turkana County.
- 3) To identify environmental factors influencing access to primary education a nomadic pastoralist in Loima sub-county, Turkana County.

1.5 Research Questions

To achieve the objectives of the study the following research questions were developed:

1. To what extent have cultural factors influenced access to primary education among nomadic pastoralists in Loima Sub-County, Turkana County?
2. To identify the economic factors influencing access to primary education among nomadic pastoralists in Loima Sub-County, Turkana County?
3. What are environmental factors that have influenced access to primary education among nomadic pastoralists in Loima- Sub-County, Turkana County?

1.6 Rationale of the study

The role of Education in National Development cannot be overemphasized. Stakeholders believe that Education is an important exit route from poverty; that education assists in the production of skilled Manpower e.g. Doctors, Teachers, Lawyers, etc. Who in turn

drive the economy of any country? Education increases individual's productivity by imparting skills and attitudes that are favourable to work, such skills include reading, and writing, communication skills, ability to understand instruction, ability to work without much supervision and ability to use sophisticated equipment. Education can reduce social and economic inequality. It will address equity issues like regional gender disparity and persons with disabilities.

Education instils attitudes of cooperation, punctuality, leadership, creativity and global citizenship. Education inculcates favourable attitudes in the whole development process by encouraging positive habits among the educated e.g. reduced fertility, following basic rules of hygiene and diseases prevention and taking balanced diet. Further Education promotes economic growth by raising people's income and encouraging investment; evidence from various parts of the world indicates that countries with high growth rates are the same ones with most educated manpower e.g. U.S.A and Japan.

The Kenya Constitution 2010 Article 53 (b) points out that '*...every child has the right to free and compulsory basic education....*' Article 56 (b) also stipulates that '*...the state shall put in place affirmative action programs designed to ensure that minorities and marginalized groups are provided with special opportunities in educational and economic fields.*'

There is scanty information on any documented study that has assessed the determinants of low access to primary education among the nomadic pastoralists in Turkana County. This study is therefore important and critical since its findings are of immense value.

1.7 Justification of the Study

This research is required as part of the numerous efforts that it might be the solution to solutions of the cultural factors influence access to primary, factors influencing access to

primary education and solution to factors influencing access to primary education a nomadic pastoralist in Loima sub-county, Turkana County. This study aimed to find knowledge gap regarding the factors influencing access to primary education among nomadic pastoralists in Loima Sub-County, Turkana County, Kenya

The study area was justified since the area is predominantly occupied by the Turkana people who are traditionally pastoralists and the only notable migration pattern is rural to rural movement in the form of nomadism. Rainfall in the sub-county follows a fairly erratic pattern varying significantly both over time and space.

1.8 Significance of the Study

The findings of the study would give an insight into the state of education enrolment among the primary schools in Loima Sub-County. Such findings would be useful to education planners, National government, policy makers and development partners with interest of promoting quality access to education for all learners.

The findings of the study were to help the government of Kenya in developing and putting up mechanisms and measures of addressing the challenges of inclusive education and avoid exclusion of children from acquiring quality education.

The findings also to help the government of Kenya in putting in place legislations and policy frameworks that would promote quality education in Loima Sub-County.

The findings of study were to help the County Government of Turkana in developing and designing programs that are aimed at promoting education amongst the nomadic and marginalized children in Turkana County. This was to help children to access and complete the basic education cycle. This study was used by the policymakers in the County Department of Education in coordinating and providing quality education to all children of Turkana County.

1.9 Scope of the study

The study was carried out in Loima Division of Loima Sub-County particularly in Lorugum zone.

The study focused on economic, cultural and environmental factors that influence access to primary education among nomadic pastoralists in the area of study. This was also to help assess the level of implementation of the Policy Framework for Nomadic Education in Kenya. The study was undertaken in the month of October 2019 when schools were in session.

1.10 Study Limitations

These are the aspect of research that may influence the result negatively and the researcher has no control over them. These limitations are: -

- 1) Lack of funds; will make it difficult for the researcher to reach some places in Loima Sub-County, since the researcher may lack sufficient funds to travel to areas with high means of transport. Thus, forcing the researcher to post pone travelling to some areas.
- 2) Security in parts of Loima Sub-County is somehow erratic and should incidences of insecurity occur during the time of the study particularly at the time of data collection, then the study will be compromised. The researcher assumes that no incidence warranting withdrawal from the study will occur and should any occur then the researcher will reconsider the sampling framework.
- 3) Some of the respondents particularly the pastoralists and their elders may be uncomfortable to discuss the issue of education for lack of enthusiasm or whichever. Non response or giving of information that isn't factual may hinder proper findings and generalization hence affects the credibility of the study.

However, the researcher will be compelled to create a good rapport with the respondents and explain to them the rationale for the study. Also, the respondent will not be forced or coerced into participating in the study.

- 4) The culture of some communities inhibits a certain group of people within the community to give certain information concerns the community unless they are authorized by the people above them. The youth and women were not allowed to give any information when the elders are present. This blocks women and youth to participate in data collection. Some cultures do not allow anyone to discuss about youth and women, since they are considered to be weak, vulnerable and very precious group. They need special attention than male. This will make it difficult for the researcher to get some information pertaining women and youth. Some topics may be a taboo in some cultures; some cultures may not allow young men to interrogate elders in such situations the researcher will require tactics of changing the mind set and attitude of gender inequalities.
- 5) Due to the vastness of Loima sub-county, the researcher will move from place to place to collect the data. The harsh climatic conditions may not allow the researcher to move throughout the day and the researcher has to move very early in the morning before the sun heats the ground for the data collection exercise.
- 6) Loima Sub- County is vast and schools distantly located from one another. The road network was also poor due to the bad terrains, means of transport are limited and hence the researcher will be faced with logistical challenges during data collection. To mitigate the challenges, the researcher intends to hire a private vehicle that will be used to facilitate movement during data collection. The researcher would also make use of research assistants who are well versed with the area of study.

1.11 Study Delimitations

- 1) The researcher would have to be conversant and knowledgeable of the three languages commonly spoken by the people in the study area, which is English, Kiswahili and Ngaturkana which is the local language of area, being from around the area, the researcher will have it easy communicating with the locals because of his understanding of the local dialect.

1.12 Assumptions of the Study

This study was conducted with the following assumptions; -

- 1) All respondents would be available and will be willing to participate in the study, hence providing factual information on the subject matter to enable drawing of findings and generalization.
- 2) The tools used in the research would be able to adequately address the research questions, purpose and objectives of the study.
- 3) Security in the study area would remain stable during the data collection period.

1.13 Operational Definition of key Terms

Terms	Definition
Access to Primary Education	In this study, "access to primary education" refers to the degree to which children from nomadic pastoralist communities in Loima Sub-County, Turkana County, can enrol in, attend, and complete primary education. This will be measured by school enrolment rates, attendance records, and completion rates within the primary school age range (6-13 years).
Access	- Refers to the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.
Cultural factor	- Cultural factors" include beliefs, traditions, and practices within the nomadic pastoralist community that impact perceptions of education and influence decisions to enrol children in school. These will be assessed by community surveys focusing on attitudes towards formal education, gender roles, and preservation of traditional values.
Economic Factors	Refer to the financial constraints or economic conditions affecting nomadic pastoralists' capacity to support their children's education. This will be measured using indicators such as household income, economic dependency on livestock, and capacity to afford school-related expenses.
Educational Inclusion	Pertains to the extent to which formal education systems accommodate the unique needs of nomadic children in Turkana County. This will be measured by the presence of adaptive educational structures, like mobile schools, low-cost boarding facilities, and culturally sensitive curricula.
Environmental factors	- Refers to factors within the school that influence enrolment / access to education.

- Nomadic education** - Refers to education targeting nomads i.e. people who live by moving from place to place.
- Nomadic education policy** - Refers to the Policy Framework for Nomadic Education in Kenya (2009) revised (2015).
- Nomadic Pastoralists** In this context are individuals or communities whose primary livelihood is herding livestock, and who frequently migrate within Turkana County based on seasonal changes in water and pasture availability. This concept will be further categorized by frequency and distance of migration within the research scope.
- Socio-economic factors** - Refers to lifestyle components and measurements of both financial viability and social standing that directly influence social privilege and levels of financial independence e.g. health status, income, environment and education.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides the literature available about the variables under this study. The chapter presents the empirical literature, theoretical literature, theoretical framework, identification of research gaps, and conceptual framework. The recap of the literature is also presented.

2.1 Empirical Literature

2.1.1 School enrolment rate for nomadic children

The enrolments rate of nomadic children in formal education systems remains significantly lower than national averages, primarily due to the unique socio-cultural, economic, and environmental factors associated with nomadic lifestyles (Krätli, 2001). In many pastoralist communities, schooling is often perceived as incompatible with traditional practices, which prioritize mobility for the purposes of livestock grazing. As a result, nomadic families may prioritize practical skills over formal education, valuing the transmission of survival skills and cultural knowledge over standardized curricula (Dyer, 2016).

Research indicates that educational access for nomadic communities in sub-Saharan Africa, and particularly in Kenya, remains hindered by logistical and structural challenges. For instance, a study conducted by Ngugi (2017) revealed that the constant mobility of nomadic families leads to irregular school attendance, making it challenging for children to progress through the formal education system. According to the Turkana County Integrated Development Plan (2018), the primary school enrolments rate for children in the 6-13 age range in Turkana was only about 50%, compared to the national average of 92.5%, with gender disparities further affecting girls' access. This low enrolments rate has been attributed to the unsuitability of conventional educational

frameworks for nomadic lifestyles, which often require alternative methods like mobile or seasonal schooling options (Ngugi, 2017; UNICEF, 2019).

Economic barriers significantly impact enrolments rates among nomadic children. High poverty levels in pastoralist communities often force families to prioritize immediate survival needs over educational investments. A study by Omollo (2017) found that the cost of school supplies, uniforms, and transportation can deter nomadic families from sending their children to school, especially in cases where children contribute to household labour or livestock management. This economic reliance on child labour also perpetuates low enrolments rates, as formal schooling is seen as economically unfeasible for families facing severe resource constraints (Ackers & Migoli, 2011).

Gender-based cultural norms also play a role in limiting school enrolments for girls in particular. Due to traditional gender roles, girls in nomadic communities may be kept out of school to fulfil domestic responsibilities or to marry at a young age. According to Ng'asike (2014), there is a prevalent belief in some pastoralist societies that girls are more likely to become pregnant or face social stigma if they attend formal schools, which further discourages their enrolments. Boys, on the other hand, are often permitted greater access to education, as they are seen as future family heads who will contribute economically. However, even among boys, enrolment is limited due to the demands of herding and seasonal migration patterns.

To address these challenges, the Kenyan government, in partnership with various NGOs, has introduced initiatives such as mobile schools and low-cost boarding facilities specifically designed to serve pastoralist communities in arid and semi-arid lands (ASALs) (UNESCO, 2021). These alternative educational programs aim to increase enrolments by offering more flexible schooling options that align with nomadic

lifestyles. Mobile schools, in particular, have shown some success in reaching children in remote areas, although challenges remain in terms of consistent funding, qualified personnel, and curriculum relevance (Dyer, 2016). Moreover, the introduction of school feeding programs has helped incentivize school attendance by addressing immediate food security concerns, though this solution is more effective in retaining than initially enrolling children in school (UNICEF, 2019).

Even though the number of girls going to school was steadily going up at the national level, this wasn't the case in the Borana and Debub Omo zones. In the Afar and Somali regions, the number of girls went down a little bit. (SERELS, 2019) The UN study also found that there aren't many women teachers in schools in areas where people live off the land.

In the Somali and Afar national regional states, as well as the Borena and Debub Omo zones, there were a lot of nomads who worked as herders. Gross enrolment ratios (GER) for all of the nomadic groups were much lower than the national average, which was not very high. It was especially low among Somali and Afar people (Serels, 2018).

A survey of education enrolment showed that as many as 42% of children in the pastoralist Samburu North district are not in school right now, and that the difference between the districts with the highest and lowest reading levels in Kenya is a huge 44 percentage points. (Nyamongo, n.d.) The focus of Mr Maxey's talk was a set of studies done by a group of UN agencies from 2001 to 2003 and published by UNESCO's International Institute of Educational Planning. These studies looked into how nomads (children of pastoralists) in the Horn of Africa, which includes East Africa, got an education and where they went to school. The results showed that Education for All (EFA) would not be reached by 2015 because enrolment rates for nomadic pastoralists

were far below the average in each country (Maciej Serda et al., 2013). The problems with enrolling children who live on the edge of society were very complicated and would not be fully solved until 2015. Mr Maxey gave a short summary of what the studies had found.

According (Spaull & Taylor, 2015) to Aside from the Anseba zone, the South Red Sea, Gash Barka, and North Red Sea all had a much lower enrolment rate than the rest of the country. The national average was already low, and the UN study found that less than a quarter of the number of boys went to primary school compared to the number of girls. In fact, there was some evidence that the number of girls in nomadic communities was slowly going down, while the national average was slowly going up. The UN study found that none of the schools they looked at had any female teachers (Alcott & Rose, 2017). Roy Car-Hill wrote about this in 2005.

In Uganda, the UN study didn't find many numbers that could be broken down to show how many pastoralist children go to school. Everyone got a free and universal primary education, but pastoralists did not take part in the formal education system. In its report to the Dakar conference, (Akmal & Pritchett, 2021) the Ugandan government said that "some communities, such as islanders and nomads, are not willing to help provide universal primary education." The UN study of four districts in Uganda with pastoralist groups like the Karamojong, Jie, and Bahima found that many school-age children couldn't go to school and that there wasn't much help for them (Sedel, 2005).

In Kenya, a UN study of four districts with four different ethnic groups of pastoralists showed that the districts were very different from each other.

Except for West Pokot, attendance was below the national average in the other three districts, and girls' attendance was well below the goal of 50% in all of them. In the

Garissa District, where Somali pastoralists live, there were not many people there. The study pointed to two main reasons why kids don't go to school: their families are poor, and they don't think the education they get is important. (Psongol Kondoltiony, 2022) Also, pastoralists move their herds seasonally, and building settlements on the edges of towns makes it easier to sell milk and find work.

After the civil war ended in 1991, the collapse of the central government had a big impact on education in Somalia as a whole. Civil government had come back to some degree only in Somaliland and Punt land in the north. About 55% of the people living in Somalia were pastoralists. In 2002, the GER for the first grade was 16.9%. (boys 20.8 per cent and girls 12.7 per cent). Based on the numbers, it looked like a lot fewer children in Punt land went to school than in Somaliland. About 12% of teachers were women, and most of them worked in cities (Psongol Kondoltiony, 2022).

Civil war had been going on in Sudan for more than 20 years. So, any statistical analysis was based on a very weak foundation. In 2003, UNICEF and the Africa Educational Trust did a study in three southern provinces. They found that very few children were getting a primary education. (Van Der Walt & Solomon, 2011) The number of girls was very low, and there were even less women teachers. Even though this wasn't just happening in places where pastoralists lived, the problems seemed to be worse in those places. At the country level, the numbers were very different. For example, the GER ranged from 4% to 60%. Djibouti is the smallest country in the Horn of Africa. Nomadic pastoralists were the only people who lived there at first. Since then, some people had moved in. In 2002, the national GER was 33%, but in rural areas where pastoralists live, it was much lower—15% for boys and 8% for girls (Sahin, 2018).

In Nigeria, a program was started to bring Universal Basic Education to Nomadic Education as part of the effort to reach the EFA Goals. When the program started, there were only 329 schools with a total of 18,831 students, 13,763 of whom were male and 5,068 of whom were female. In these schools, there were only 879 teachers. By 2013, the ratio of teachers to students, which was 1:1 in the beginning, was 1:21. The number of schools had grown to 3,538, and there were 13,849 teachers and 519,081 students. Of these, 295,876 (or 57%) were male students, while 223,205 were female students. (NIGERIA EFA REVIEW REPORT 2000-2014).

2.1.2 Cultural factors and access to primary education among nomadic pastoralists

Cultural factors play a significant role in influencing the access of nomadic pastoralist children to primary education, as traditional beliefs and practices often conflict with the norms and structure of formal education systems. The migratory lifestyle, strong communal values, and particular socio-cultural expectations of pastoralist communities shape their attitudes toward education and can often lead to lower enrolment and retention rates among school-age children (Dyer, 2016). Many pastoralist communities prioritize cultural knowledge and skills related to livestock management and survival over the formal curricula, which is seen as less relevant to their immediate way of life (Krätli, 2001).

One prominent cultural factor is the perception that formal schooling may erode traditional values. Nomadic pastoralists often believe that education exposes children to foreign values, potentially alienating them from their cultural heritage. According to Ng'asike (2014), there is concern among nomadic parents that education introduces children to “alien” cultures, which may make them less inclined to follow the traditional pastoralist lifestyle. This fear of cultural erosion is particularly strong regarding the

education of girls, as exposure to different social norms through schooling may lead to behaviour viewed as contrary to traditional gender roles, thus discouraging parents from enrolling girls (Woolner et al., 2010).

Gender norms within nomadic pastoralist societies also influence educational access, often resulting in significant disparities between boys' and girls' enrolments rates. In many pastoralist communities, girls are expected to undertake domestic duties from a young age, which can be at odds with regular school attendance (Ngugi, 2017). Additionally, early marriage remains common in some communities, with parents often prioritizing marriage arrangements over education for girls, viewing marriage as a more direct contribution to family stability and social standing. This cultural expectation leads to higher dropout rates among girls, as families are reluctant to invest in education that may conflict with these traditional roles (UNESCO, 2021).

Boys though also affected by cultural expectations, are sometimes afforded more educational opportunities than girls, as they are seen as future breadwinners and inheritors of family wealth. However, even for boys, the demands of pastoral life, including herding and migration, can lead to sporadic attendance and eventual dropout. Ngugi (2017) noted that pastoralist boys often split their time between schooling and herding, making sustained educational progress difficult. Cultural roles for boys within pastoralist communities contribute to a low value placed on consistent formal education, as many boys are expected to prioritize pastoral skills over academic knowledge.

Religious beliefs and customs can also shape attitudes toward formal education. In some nomadic communities, religious practices form an integral part of daily life, and formal schooling that does not align with these beliefs may be met with resistance. Dyer (2016) found that some pastoralist communities prefer informal, community-based learning that

emphasizes religious or cultural teachings over secular education, which they perceive as disconnected from their worldview and values.

To improve access to primary education among nomadic pastoralist children, it is essential to adapt educational systems to align with their cultural needs. The introduction of mobile schools, culturally inclusive curricula, and flexible learning schedules are measures that have been found to enhance enrolment and retention (UNICEF, 2019). The Kenyan government, through initiatives such as the National Council for Nomadic Education in Kenya (NACONEK), aims to address these cultural barriers by integrating culturally sensitive education models that respect pastoralist traditions while promoting educational access (Omollo, 2017). Despite these efforts, challenges remain, highlighting the need for more culturally relevant approaches to bridge the gap between traditional lifestyles and the formal education system.

Ng'ida, G. (2019), investigated the contributions of fee-free education programme in closing the gender gap in access to primary education in pastoralist communities of Loliondo in Longido District. The study used mixed approach with qualitative part being dominant to quantitative aspects. The study did also utilize a descriptive statistics analysis with 120 sample size. Both stratified and judgmental techniques of sampling were employed in the selection of the study sample. Moreover, questionnaires, interview checklists and focus groups discussion (FGDs) guide were used in collecting data. The descriptive statistical analysis was applied during analysing quantitative data through the application of a Statistical Package for Social Science (SPSS) version 22, while the qualitative data were analysed through narrative content analysis (Shai et al., 2021).

The study found out that before FFE policy implementation, there was a significant gender-based gap in access to universal primary school enrolment with a greater number

of boys than girls. There is a significant increase in number of girls following the introduction of FFE. (John & Mabila Thembinkosi, 2021) One striking observation is that, the growing closure of gender gap in access to education was proportional to the increased retention gap between girls and boys. In conclusion there is need to reverse a FFE practices from a more conventional policy tied to a community participatory one, as to curb enrolment gap and retention. This study recommends that community awareness on FFE implementation should be improved as to achieve policy targets (John & Mabila Thembinkosi, 2021).

In Loima even after the introduction of free primary education by the Government of Kenya, there is still a significant number of girls not attending primary school due to the cultural factors of early marriages and not taken to school like their counterparts' boys and it's out of this that, this study seeks to unveil the most predominant cultural factors hindering boys and girls in pastoralists communities not equitably attending schools.

Paul, B. K. (2019) did a study on Parental Perception towards Free Primary Education Policy Implementation among Pastoralists in West Pokot County, Kenya. The study established that the parents of pastoralist communities have a positive perception towards the implementation of free primary education. However, their attachment to their cultural practices renders the process of accessing education with myriad problems (Wu et al., 2022).

The study has shown that the pupils in West Pokot have a positive perception and desire to pursue education for the sake of improving their life and away from their traditional way of herding and competing for scarce livestock in their regions. However, this study was conducted in west Pokot and dwelt on the parents perception towards free primary education policy implementation among the pastoralists but the current study will be

carried in Loima Sub County so as to determine the extent to which cultural factors influence access to primary education among nomadic pastoralists in Loima sub-county, Turkana County (Moore, 2018).

Namukwaya, V. A., & Kibirige, I. (2019) carried a study on Parents' perceptions of universal primary education in Kotido District, Uganda. The findings of the study indicated that whilst parents perceived UPE positively, only 13 (36.1%) had all their school-age children enrolled in primary schools. The reasons which influenced parents' decisions were socio-economic, environmental, and cultural factors.

The study also revealed that 32 (88.9%) parents had not attained formal education, which may have influenced their perceived value of education and their choices to enrol children in UPE. Also, parents were cynical about the survival of Karimojong pastoralist culture with the successful implementation of UPE. This study contributes to the understanding of factors that influence access to primary education and recommends more parental involvement in designing further education strategies that suit marginalized communities worldwide (Van Der Walt & Solomon, 2011).

The nomadic pastoralist in Loima Sub- County do not also pay attention to taking children to school as they do not see any immediate benefits accrued from schooling child. They have much attachment to their livestock.

Fareo, D. O., & Ateequ, W. (2020) investigated the Determinants of Girl Child Education among the Nomads in Nigeria. The study found out that cultural practice of nomadic parents influences their attitude in not having a desire to educate a girl-child. Moreover, withdrawal from primary school for marriage is often practiced by those who allow their daughters to attend primary school.

The study recommended that school counsellors were to organize parents' conferences and use such media to discuss with parents of relevance of girl-child education to the pupils themselves, their families and the society at large.

Raymond, A. (2021) investigated on Girls' participation in formal education: a case of Maasai pastoralists in Tanzania. The study adopted the ethnographic approach in studying people's views in their natural settings. Capability approach underpins the theoretical framework adopted to guide the discussion of the study findings. Thirty participants were recruited in the study. The participants were selected using purposive and opportunistic sampling procedures. (Keys AdAir & Keys Adair, 2015) Data was collected using ethnographic interviews and participant observation, and they were analysed using thematic analysis.

In this study, findings revealed that there are both supporting and opposing views regarding girls' education among members of the Maasai community. It also indicated that girls value the formal education; but they are prevented by their home and school environments. Distance to and from school also limits girls' participation in education. The study concluded that efforts to empower marginalized Maasai girls and women through education are not enough. (Maciej Serda et al., 2013) Thus, more community sensitization about the importance of girls' education is required. In addition, concerted effort and dedication to the provision of education are needed to address the challenges faced by girls in and outside the school environments.

2.1.3 Economic factors and access to primary education among nomadic pastoralists

Economic challenges are a primary barrier to accessing primary education among nomadic pastoralists, as the economic structure of these communities is predominantly reliant on livestock, with limited access to alternative income sources (Krätli & Dyer,

2009). This reliance on pastoralism means that children often contribute significantly to the household economy by herding animals, limiting their availability for schooling. The opportunity cost of sending children to school is high for these families, who often prioritize immediate economic survival over long-term educational investment (Omollo, 2017). Additionally, the high poverty rates prevalent in pastoralist regions like Turkana County compound the financial barriers, as many families cannot afford basic school supplies, uniforms, and other associated costs (Ackers & Migoli, 2011).

The economic structure of pastoralist communities also affects the seasonal migration patterns essential to their livelihoods, creating further educational disruptions. Nomadic families frequently move in search of water and pasture, making consistent school attendance challenging (Ngugi, 2017). As formal education systems are typically sedentary and location-based, children from pastoralist families often miss school or drop out entirely due to their migration schedules. This economic necessity of mobility limits access to schooling and has led to low enrolment rates, particularly in arid and semi-arid regions where pastoralist communities are concentrated (UNICEF, 2019).

In response to these economic barriers, interventions have been introduced, such as low-cost boarding schools and mobile schooling programs aimed at accommodating the nomadic lifestyle (Dyer, 2016). However, these programs face their challenges, including inadequate funding, insufficient trained staff, and logistical difficulties in maintaining consistent educational quality. While these initiatives aim to alleviate the economic burden on pastoralist families and support children's continuous education, the limited resources available often restrict their effectiveness. Further, despite these efforts, the educational needs of nomadic pastoralists remain largely unmet, emphasizing the need for tailored economic support measures, such as subsidies for school supplies and more

widespread provision of mobile schooling options that align with the pastoralist way of life.

Kebbi, M. S. Sifawa, A. M., & Gatawa, M. I. (2021) Examined socio-economic factors, socio-cultural factors and geographical factors as predictors of primary school enrolment in Sokoto metropolis and Illela town. A correlational survey research design was employed with questionnaire as the major instrument of data collection, while stratified random sampling technique was used to select a total of 220 respondents (primary school teachers and SUBEB officials) across Sokoto metropolis and Illela town. Researcher designed and validated instruments with reliability coefficients of 0.86, 0.83 and 0.89, respectively were used for data collection. Data obtained were analysed using Pearson Product Moment Correlation and Analysis of Variance-ANOVA statistics (Sethole & Rapanyane, 2021).

The Findings of the study indicated that significant relationship existed between each of the predictor/independent variables and school enrolment (dependent variable). Part of the recommendations stated that government should introduce reliable feeding programmes and supply of necessary textbooks and workbooks for primary school pupils with functional legal framework in place in order to make it mandatory for all school age going children to attend school. Also, communities should be properly educated on the need to shun cultural practices that undermine education (Sethole & Rapanyane, 2021).

Gichui, L (2021) carried a Review of Social Economic Factors and status of Primary Education in Northern Region of Kenya by reviewing academic and international policy documents and records. The findings of the study indicated that both supply-side and demand side factors are major barriers to education participation in Northern Regions in Kenya.

Dolker, P. (2022) Conducted a study on Nomadic pastoralism of Changthang, Ladakh, at a cross roads: changing socio-economic characteristics, livelihood and livestock composition. The study found out that the government had built and equipped a good number of Low-Cost Boarding Primary Schools in West Pokot County which are playing key role in providing Education to this ASAL County, especially to girl-child. Pupil enrolment in these schools was relatively low due to cost-sharing policy.

Some of the schools were lacking facilities or the available facilities were dilapidated. More so, there was serious shortage of teachers. School-feeding programme, though going on, it had become unreliable. Food supply from the government was irregular, making pupils to stay away from school due to hunger. There were evident logistical challenges in supply of food to earmarked schools in the county. Plans to start mobile schools in this county in 2015 failed to take off under unclear circumstances. There were security challenges in some parts of this county, a fact that affected adversely the provision of basic (primary) education to deserving children.

This study concluded that nomadism still impacts negatively on provision of basic primary education to deserving children. Policies on Nomadic Education have not yet impacted positively in some parts of West Pokot County. This was still a tall order to the government, although some efforts had been made to this effect, much needed to be done.

Malelu, S. M., Gichohi, P. M., & Mwenda, E. (2020) investigated the Determinants for Retention Rates in Primary Schools in North Horr Sub-County, Marsabit County, Kenya. The study employed a descriptive survey research design and obtained data from 5 head teachers, 50 members of teaching staff and one Area Education Officer (AEO), using questionnaires and interview guides. SPSS was used to compute mean, percentages and standard deviation while thematic analysis was used on qualitative data.

The Findings: The study established that there was high rate of gender imbalance in primary schools in North Horr Sub County, Marsabit County.

This was attributed to culture-related factors such as pastoral lifestyle, cultural values and community's negative attitude towards education, engagement in domestic work, social-economic characteristics and environmental factors. The study noted that retention rates in primary schools in North Horr Sub-County of Marsabit County were low especially for girls across all the years which were attributed to social cultural and social-economic factors. The study recommended that, communities and the Ministry of Education should construct more boarding schools, establish mobile schools; sensitize parents on the need for education as an alternative to pastoralism life, and provide guidance and counselling to pupils.

Kuria, W. D. (2019) investigated the influence of the pastoralists' formal education level on economic prosperity: a case study of Samburu pastoral community, the study concluded that the level of education of the female member of the household and the male head of the household influences the income levels of the household.

A study by Birhanu Moges, (2017) on Children's Participation in Schooling and Education in Pastoralist Woredas of Afar Region, Ethiopia indicated that those of parents who are literate want to send us to school while, those who are illiterate wanted us stay at home and rear camel, cows or get married just like them. Moreover, if by chance, if the parents are educated, the educated parent wants their children to learn while the others who are not educated are always in disagreement.

The effect of nomadic pastoral way of life on expansion of primary education in the pastoralist Woredas of Afar Region is paramount. The interview and focus group discussion results showed that the effect of unstable condition of the lives of the

pastoralists is also one among the many risk factors mentioned more frequently. The majority of the responses from the interviews and the focus group discussion with the teachers, Woredas experts, and parent- teachers association have shown that “ lack of education and its awareness is a great obstacle for the children to go to school.

The study further revealed that, lack of interest for modern education is also confirmed by the students and the main reason for lack of interest for formal or modern education is that the parents themselves are not educated and do not know the importance of education and they do not want to spend money for their educational expenses; the far prefer their children to get married than going to school. Lack of education or low awareness of the families about education is the one repeatedly mentioned problem in the interview and focus group discussion question for the expansion of primary education in the pastoralist areas. It is also indicated that the reason for the lack of interest is related to their unstable mode of life which depends on the climate.

The degrees of effects of the socio-cultural factors as compared to that of the early marriage, belittling girls” education and lack of interest towards formal education is not very high and hence these three: early marriage, belittling girls” education and lack of interest towards formal education are among the major socio-cultural factors that hinder the primary education expansion in the pastoralist Woredas of Afar Region.

2.1.4 Environmental factors and access to primary education among nomadic pastoralists

Orodho, J. A, Waweru, P. N., Getange, K. N, & Miriti, J. M. (2013) investigated on Progress towards attainment of education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya. The study used a sample of 45 students selected by convenience sampling from undergraduate and postgraduate students undertaking their school-based studies at Kenyatta and Mount Kenya

universities residing or teaching in Garissa County, Kenya during the 2012/2013 academic year. The study also used mixed methods to collect and analyse the data.

The study found out that despite the gains in access and equity since the launch of FPE and FDSE in Kenya at the national level, there still remain pockets within Kenyan communities, especially Garissa County which has remained unreached for a host of reasons including home-based factors. The major reasons were the low educational level of the heads of households, household poverty, retrogressive cultural practices, and low premium attached to education. It concluded that home-based factors make a significant difference in efforts to achieve EFA among nomadic pastoralists.

The study recommended that all other user charges that have been sneaked into the current FPE and FDSE should be removed; enhance the school security by advocating for peaceful conflict resolution; create a conducive learning environment through peace education and education in emergency; reverse most of the retrogressive socio-cultural practices through civic education as well as mass advocacy and appropriate legal measures as stipulated in the Basic Education Act 2013, amongst others.

Namukwaya, V. A., & Kibirige, I. (2019) investigated Parents' perceptions of universal primary education in Kotido District, Uganda. The data was collected during face-to-face interviews from 36 purposively selected parents who had school-age children. The findings indicated that whilst parents perceived UPE positively, only 13 (36.1%) had all their school-age children enrolled in primary schools. The reasons which influenced parents' decisions were socio-economic, environmental, and cultural factors.

The study also revealed that 32 (88.9%) parents had not attained formal education, which may have influenced their perceived value of education and their choices to enrol

children in UPE. Also, parents were cynical about the survival of Karimojong pastoralist culture with the successful implementation of UPE.

This study contributes to the understanding of factors that influence access to primary education and recommends more parental involvement in designing further education strategies that suit marginalized communities worldwide.

Bukari, K. N., Bukari, S., Sow, P., & Scheffran, J. (2020), in their study Diversity and multiple drivers of pastoral Fulani migration to Ghana. In parts of their literature, they suggest that climate change in the Sahel is 'forcing' pastoralist groups (mainly Fulani) to migrate to semi-arid West African countries, including Ghana, due to resource scarcity and climatic conditions.

They also found out that scarcity of resources and unfriendly environmental as inducers to migration, they also did mention that there are multiple drivers that affect diverse migration patterns among Fulani pastoralists in Ghana that included labour demand for pastoralists, access to pasture, conflict, social networks and peaceful relations. These are similar drivers that necessitate migration of nomadic pastoralists in Loima Sub- County, Turkana County thus attributing to non-access of pastoralists children to basic primary education.

Muyaka, J. (2018) carried a study on Community Environment and Education of Girls. The study involved a total of 128 informants, including school girls, boys, parents, and local leaders. The study utilized three main tools in data collection; interviews, focused group discussions and whole community mapping.

The study found out that the selected four communities did not have adequate number of role models for girls; there were cases of teenage pregnancy, early marriages and practiced 'girl booking' that affected girls' participation in formal education. The study

recommended tripartite efforts by the national government, county government of Marsabit County, and civil societies involved in advocacy of girls' education to particularly involve boys in their interventions to ensure that all girls access schools.

Engdasew, Z., & Wogasso, Y. (2021) investigated on the Transhumant Domicile and Educational Service Delivery for Pastoralist Afars Children in Ethiopia-Implications for Mobility Mapping. The qualitative exploratory design was used in investigating the existing facts on the mobility of pastoralists' Afars. The qualitative data was gathered from purposively selected clan leaders. The data was categorized thematically and analysed qualitatively.

The findings of the study revealed that Afar pastoralists' mobility is rational, systematic, and well organized through their traditional social structure with a clear division of labour. Moreover, the education service delivery modalities are not fit in to the mobile way of life in which they are not following their mobility pattern, route, and corridors. This gives the insight to have a mobility mapping for clearer information of their mobility and school mapping so as to deliver proper education and achieve educational equity.

Ngonyani, V. (2020) investigated Factors Causing Low Academic Performance of Female Students in Pastoral Community. The study adopted survey research design. Interview, questionnaire, FGD and documents were used. The study indicated that socio-economic (girls are source of income, being taken to do paid work, less opportunity compared to boys, doing cultivation and businesses); environmental (girls work over long distance to attend school 5 to 10 km, early marriage and no electricity); and some of school based (bullying girls, teacher negative assumption that girls are weak, teachers doing affairs with girls and unsupportive school system) were factors contributed to low academic performance of female students in Itilima district. Strategies to improve girl's

education were (hostels approach, free towel to girls, stopping bad culture of assuming girls are source of wealth and strict laws to protect girl child). Recommendations were: The study recommended that community to be sensitized on the importance of educating their children particularly pastoral community; the government and NGOs should provide adult education to these communities.

Ngugi, M. (2016) did a study on Challenges facing mobile schools among nomadic pastoralists: A case study of Turkana County and embraced a qualitative multiple case study and a bottom-up policy implementation theoretical approach. The findings of the study indicated that inadequate number of teachers; lack of teacher motivation; lack of community awareness and sensitization on importance of schooling; lack of food and water for both human and livestock; and unavailability of health services as the key challenges facing mobile schools among nomadic pastoralists. The study recommended more teachers to be employed, teachers' motivation be improved and a multifaceted approach in education provision in order to promote the sustainability of this form of education provision through mobile schools.

However, this study was done in the entire county of Turkana with view of studying the challenges facing mobile schools among the pastoralists. The current study will look into factors influencing access to primary education among pastoralists with Loima Sub County in Turkana County.

2.2 Theoretical Literature

This study is guided by Russell's Theory of Education, originally developed by Bertrand Arthur William Russell (1872), a British philosopher and educator. Russell's theory advocates for equal educational opportunities for all children, regardless of socio-economic background, family status, or cultural affiliation, including those from

nomadic communities and children with special needs. According to Russell, education should be universally accessible and equitable, allowing every child, whether boy or girl, to attain the highest possible level of education. This approach is meant to reduce systemic inequalities and provide inclusive pathways for all learners.

However, the applicability of Russell's theory is challenged by the cultural dynamics within nomadic pastoralist communities. These communities often view education as a potential threat to their cultural identity, fearing that formal schooling exposes children to values and practices that undermine traditional ways of life. While Russell's framework suggests that equal education should be beneficial to all, nomadic communities see traditional education, which imparts cultural values and survival skills relevant to pastoralism, as superior to formal education, which is perceived as alien and disruptive.

The reluctance of nomadic communities to fully embrace formal education affects both enrolment and retention. Modern education is often associated with Western ideals, which are seen as eroding cultural norms. For example, children who adopt "alien" cultural practices through schooling are sometimes viewed as outsiders within their communities, and efforts to reintegrate them are limited. This cultural resistance is compounded by practical issues, such as the perceived likelihood of girls becoming pregnant before completing school, which discourages nomadic families from sending girls to school (Ngugi, 2017).

In Russell's view, education should be adapted to meet the specific needs of each child, which could imply that curricula for nomadic children should integrate culturally relevant content. However, the current formal education system in Kenya may inadequately address these needs, leading to resistance among pastoralist families. By focusing

primarily on modern skills, formal education may fail to account for the unique lifestyle, values, and practical knowledge that are central to the nomadic pastoralist way of life. Consequently, this resistance underscores the importance of creating educational models that are flexible, contextually relevant, and inclusive of the unique values of nomadic societies, consistent with Russell's overarching emphasis on equal educational opportunities.

In summary, while Russell's theory advocates for universal education, its practical application in the context of nomadic pastoralist communities is limited by cultural perceptions and structural challenges. Thus, the theory underscores the need for culturally adaptive education systems that can bridge the gap between modern education.

2.3 Theoretical Framework

The Russell's theory on education describes the need to give equal education opportunities to all children either from nomadic families, rich families, poor families and children with special needs to receive the best education. According to Russell's education should take form that it should be available to all children and they should benefit from it, both boys and girls should be given the same opportunity to attain the highest level of education in this world, but according to the pastoralist its completely different due to cultural beliefs, attitudes towards the modern education, social-economic factors, early marriages and insecurity.

The majority of children taken to school are only boys and many girls are left at home to provide the house hold chores. Also, some pastoral families don't take boys to school to acquire modern education; many boys are left at home in order to provide security to the family and entire community from outside aggression.

Mainly girls from poor families were taken to school and most of them dropped out of school, due to low socio-economic status, some households preferred to take boys to school instead of girls. For parents Loima sub-county sending girls to schools means more demands on the mother's time at home, denying many girls from Loima sub-county access to education. There should be equity in access to education to every child from Loima sub -county. The government of Kenya should put structures in place to ensure every child acquires free and compulsory education to avoid drop out and wastage of human resource.

2.4 Conceptual Frame Work

The conceptual framework of the study is shown in figure 1. The independent variable includes cultural factors, socio-economic factors and environmental factors. The dependent variables are low enrolment rates. Finally, the intervening variable includes government policies and NGOs. The theory was important to the study since it shows that education should be taken seriously and to be available to all children and they should benefit from it, both boys and girls should be given the same opportunity to attain the highest level of education in this world, but according to the pastoralist its completely different due to cultural beliefs, attitudes towards the modern education, social-economic factors, early marriages and insecurity.

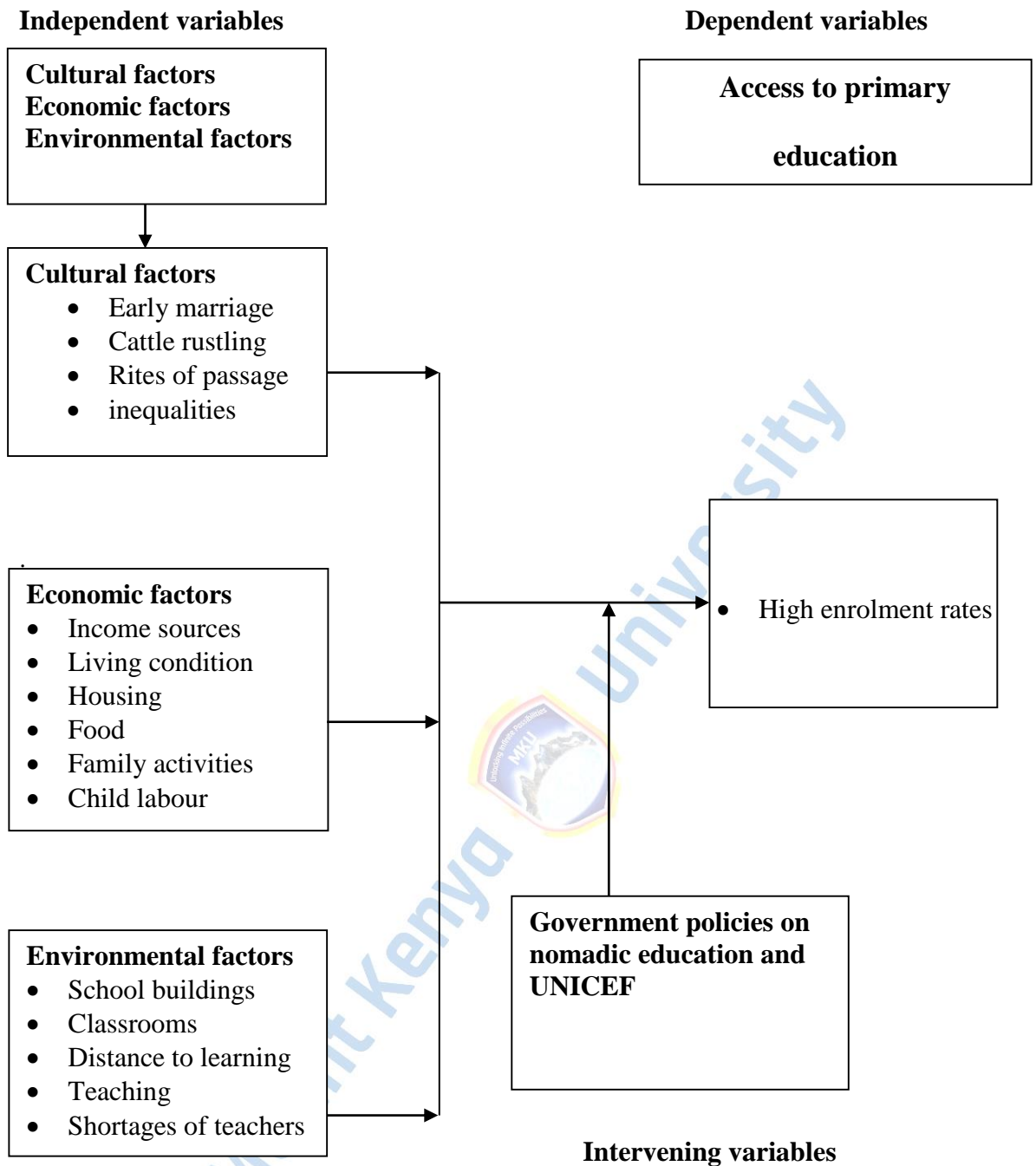


Figure 1: Conceptual Frame

Source: Scholar Conceptualization, (2017).

The study was mainly based on the concept on the impact of nomadic pastoralism in education which is influenced by factors such as cultural beliefs, economic factors and parents' attitude towards modern education and environmental factors that affect access

to modern education among the nomadic pastoralists of Loima sub-county. Strong cultural beliefs also affect education of girls. Girls who acquire modern education are believed to be alienated from their community norms and beliefs, then after abandoned by their families and they are derisively called "children of the government or' worse prostitutes" this encourages parents to arrange early marriages for their daughters instead of taking them to school. Schooling is seen as inevitable with rare tangible benefits.

Young girls are viewed as source of income among the pastoral communities and they are forced to marry so that the family can earn wealth in form of Livestock, hence many girls are forced to drop out of school in order to marry in exchange with livestock and this encourages early marriages among the nomadic pastoral communities.

Cattle's rustling is viewed as source of income by pastoral communities. Many schools age-going boys are left at home in order to give numbers that allow them to participate in the vice of cattle rustling. Many children are displaced away from their schools contributing many children not acquiring modern education and low enrolment in most of schools in Loima.

Due to the location of the area and the climatic conditions don't favour farming hence the main source of income is earned from livestock trading due to cultural beliefs of not selling their animals and this as highly contributed to the reality of the area being affected by poverty highly. According to the Kenya National Bureau of Statistics (2017) Turkana County is ranked as the top county with the highest level of poverty in Kenya, due to the high levels of poverty in the area, the living conditions have vastly been affected and this has seen the people of this area not being able to build strong and durable houses, but instead they have chosen to build temporary houses which are thatched with grass, since they are not able to afford better building materials.

The nomadic way of life is different, children from humble background many do not complete their education due to lack of fees, instead they resort to go and work for wealthy families in order to pay for their fees and providing for their families, this forces them to drop out of school.

In many ASAL areas especially in Turkana County, children travel long distance to access schools. Many schools are far away from the kraals and the homesteads of nomadic pastoralists, many children have to walk long distance on daily basis in order to access schools this discourages children and later drop out of school. Distance to and from school also limits girls' participation in education.

Food in the area is seemingly scarce and residents cannot afford to plant any crops due to the harsh climate conditions in the area, which has led to less production of food in the area, forcing residents to depend on food donations from the national government, county government, NGOs, and well-wishers.

The learning facilities in the area have seen a massive reduction due to the high nomadic ways of the people in the area which has seen the government reluctant to invest in buildings around the area which has translated to low student turn-up in schools.

This was also experienced and contributed to the low levels of teacher's availability in the area. This was mainly contributed to by the fact that, this is a hardship area and not many people are willing to go and work in Loima sub-county.

The government of Kenya and the non-governmental organizations like UNICEF should come up with supportive policies and legal framework that will help to uphold the rights of children and its implementation, hence reducing illiteracy rate among the nomadic pastoralists of Loima Sub-County.

2.5 Research Gaps

From the literature reviewed, it is evident that it is yet to be known the extent to which economic as well as socio-cultural factors and also environmental factors affecting nomadic education. Most of the studies have concentrated on establishing the factors that inhibit access to education among pastoralists but do not go further to outline the extent. There are very few documented studies conducted in Turkana County hence, this study would be an important step in providing insight to nomadic education in among the Turkana Community. The researcher also found out from the study that, the available data on enrolment rates in Turkana County dates back to year 2014 hence there is need to conduct a new enrolment to ascertain the most current Gross and Net enrolment rates in schools within Turkana County.

2.6 Summary of literature Review

Turkana County is one of the counties in Kenya that are found in ASAL areas and occupied by the Turkana people who are pastoralist like the Samburu, Pokot, Borana, Gibran, Rendille, Maasai, Somali, Njemps and Orma. These are marginalized communities in Kenya.

They get their livelihood mainly on livestock. They move from one area to another in search of pasture and water which normally facilitates conflicts on cattle rustling and the killings of the innocent souls. The pastoralist communities move with their herd of Livestock to neighbouring countries, Uganda, Ethiopia and Southern Sudan in search of water and pasture.

Since Kenya's independence in 1963, counties situated in Arid lands of Kenya have continued to exhibit low enrolment to education and achievements in education, 82% of Loima sub-county population have no formal education. Loima sub-county was recently focused on the media with only 55 public primary schools with 179 teachers, some of the

primary schools had only one teacher doubling up the headship and teaching. The distance between primary schools is vast in the sub-county, making low transition rate from primary school to secondary schools.

Education is a socio-economic basic right for all human beings which lead to capacity to access more opportunities to enhance economic status. There is need for the national government of Kenya to solve the issue of Loima sub-county being the leading in six sub-counties with the lowest resident with formal education.

The policy of mobile school was adopted in Uganda in the Karamoja cluster through the organization called (ABEK) education was offered in mobile schools was to suit the life style of the nomadic people of Karamoja in order to make accept education and take many children to school. This system made most of the Karamoja of Uganda to acquire modern education that suited the life style of the nomadic people. The government of Kenya should also adopt this policy of Uganda in order to solve the issue of a high illiteracy rate in Loima sub-county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter contains; research design, location of study, target population, sampling procedures and techniques, sampling size population, research instruments, piloting of research instruments, construction of research instruments, testing for validity and reliability data collection methods and procedures, ethical consideration and proposed data analysis techniques and procedures.

3.1 Research Methodology

According to Wambiri Gad well (2010). Research methodology is concerned with how the research design is implemented or how the research is carried out. The research methodology to be used in a study is determined by the quality of the data to be collected and analysed.

Both qualitative and quantitative methods would be used in the research methodology. The researcher will also adopt the other methods such as interview schedules and questionnaires to collect data from the field for easier interpretation and analysing.

3.2 Research Design

This study employed a descriptive and correlational research design to comprehensively examine how socio-cultural, economic, and environmental factors influence access to primary education among nomadic pastoralists. The descriptive research design was selected to systematically capture and analyses participants' behaviour's, perceptions, and attitudes toward educational issues in the study area, as recommended by Kombo (2006) and Mugenda (2003). This design allows for an in-depth understanding of the current educational access challenges faced by the nomadic population and provides a

framework for observing existing conditions without manipulating the independent variables, as these factors are pre-existing and outside the researcher's control.

The correlational aspect of the design facilitates analysis of relationships among variables, specifically examining how socio-cultural, economic, and environmental factors correlate with access to primary education. By employing correlation, the study seeks to identify associations between these factors and educational access levels, assessing their statistical significance and strength. Descriptive statistics, including percentages, frequencies, and mean scores, will be used to summarize findings, while correlation analysis will establish the nature of relationships between the independent variables (socio-cultural, economic, and environmental factors) and the dependent variable (access to primary education).

To ensure a thorough analysis, both qualitative and quantitative methods are applied. Qualitative techniques provide context and deeper insights into respondents' feelings and perceptions, while quantitative methods enable statistical analysis for broader generalizations. This mixed-method approach ensures a robust examination of factors influencing educational access and supports the study's objective of generating evidence-based conclusions that can inform policy interventions tailored to nomadic pastoralist communities.

3.3 Location of the Study

The study was carried out in Loima Sub-County, Turkana County, covering two zones, Turkwell and Lorugum zone. These zones had a total of 59 public primary schools. Turkwell zone had 33 primary schools and Lorugum zone had 26 primary schools.

Loima sub-county has a total population of 107,795 and 19438 households covering an area of 9120 sq. km as per census, 2019. Loima sub-county is found in the west part of

Turkana County along the Uganda border. The selection of Loima sub-county was prompted by the researcher as it has predominantly occupied by the Turkana pastoralists who migrate from one rural area to another in such of water and pasture, hence the perfect area of the study.

3.4 Target Population

According to Man's (2015), target population is the totality of persons, events, units, organization or other sampled units which concerns the key research issue. The target population was 471 which included 160 parents, 9 sub-county education officers, 147 pupils and 155 pupils drawn from various schools in Turkwell and Lorugum zones respectively within Loima Sub- County, Turkana County.

The distribution of target population shown in the table 1:1 below:

Table 1: Target Population

Target Group	Target Population
Teachers	147
Parents	160
Pupils	155
Sub-county education officers	09
Total	471

Source: Scholar, (2019).

3.5 Sampling Procedures and Techniques

This study utilized a combination of simple random sampling and purposive sampling to ensure a representative and relevant sample for examining access to primary education among nomadic pastoralists in Loima Sub-County. Initially, the population was organized into clusters based on specific groups of interest: teachers, parents, pupils, and sub-county education officers. Within each cluster, a proportionate sampling technique

was applied to determine the number of participants required from each group, ensuring that the sample accurately reflected the population distribution.

Simple random sampling was employed to select individual participants from each cluster, giving each teacher, parent, pupil, and education officer an equal opportunity to participate. This method ensured unbiased representation across the clusters, aligning with Mugenda and Mugenda's (2003) recommendation that a sample size of 30% of the target population is adequate for generalization. Thus, out of a target population of 471 individuals, a sample of 123 respondents was determined to be sufficient for capturing relevant data.

Purposive sampling was utilized to select key informants, such as specific education officers, who were well-informed about the challenges in accessing education in nomadic pastoralist communities. This technique allowed the researcher to include participants with specific expertise, adding depth to the findings. Schools within the sub-county were also organized into zones, and a random sample was selected from each zone. Once the schools were chosen, teachers from these schools were selected using simple random sampling to further ensure an unbiased sample. This two-stage sampling process provided a systematic, representative, and contextually relevant sample for addressing the study's objectives.

3.6 Sample size Population

The population was first divided into four main clusters: teachers, parents, pupils, and sub-county education officers. This clustering approach helped ensure that all key stakeholder groups were proportionally represented.

A proportionate sampling technique was applied to each cluster, distributing the sample size across the four groups based on their presence in the target population. This

distribution ensured that each group was adequately represented relative to its size in the population. For example, if teachers comprised 40% of the population, they would make up a similar proportion in the sample.

Simple random sampling was then employed within each cluster to ensure that every individual in each group had an equal chance of selection. This technique was used to minimize bias and support the generalizability of the findings. For selecting key informants, such as certain education officers and community leaders who could provide unique insights, purposive sampling was employed. This approach allowed the inclusion of individuals with specific expertise relevant to the study objectives.

Mugenda and Mugenda (2003), observes that 30% of the target population is a good presentation thus out of the 471-target population was considered as total sample size of all teachers, parents, pupils and sub-county education officers.

The study will use the formula $n = \frac{N}{1 + [N(e^*e)]}$ to determine the sample size for the study. The formula was proposed by Edie Seva See and Mary Musni.

$$n = \frac{N}{1 + [N(e^*e)]}$$

Where n = Number of samples, N = Total population and e = margin of error (0.1379)

Confidence level = 95.0%

For Teachers (147)

$$n = \frac{N}{1 + [N(e^*e)]}$$

$$n = \frac{147}{1 + [147(0.1379 \times 0.1379)]}$$

$$n = 38.$$

For Parents (160)

$$n = N/1 + [N (e*e)]$$

$$n = 160/1 + [160(0.1379 \times 0.1379)]$$

$$n = 39.$$

For Pupils (155)

$$N = N/1 + [N (e*e)]$$

$$n = 155/1 + [155(0.1379 \times 0.1379)]$$

$$n = 39.$$

For Sub-County Education officers (09)

$$n = N/1 [N (e*e)]$$

$$n = 09/1 + [09(0.1379 \times 0.1379)]$$

$$n = 07.$$

Table 2: Sample Size

Category	Sampling technique	Sample population	Sample size	Percentage
Teachers	Simple random	147	38	30.89%
Parents	systematic random	160	39	31.71%
Pupils	Stratified random	155	39	31.71%
Sub-county education officers	Purposive sampling	09	07	5.69%
Total		471	123	100%

Source: Scholar, (2019).

3.7 Research Instruments

The study used a structured questionnaire containing both open ended and close ended questions.

The questionnaire would be used to collecting data from teachers and parents. The study also used interview schedule to conduct interviews for Loima sub-county education officers.

3.8 Piloting of Research Instruments

In study, the questionnaires were first piloted before it was used in data collection.

The pilot testing is a mini version of a full-scale study in which research study in which a research instruments were used to collect data in order to test its reliability before the main study is undertaken, while (Hilton,2015) argued that pilot testing helps in ensuring that question in the instrument work as intended and are understood.

Willis (2005) stated that pilot testing research instrument focused on the survey questions rather than the respondent by theoretically ensuring that the questions are effectively understood through comprehension, retrieval response formulation and judgement.

The pre-test of research instruments, the researcher suggested using 20 questionnaires during piloting-testing. The researcher increased the number of pre-tested questionnaires from 20 to 30 pieces in order to ensure reliability of the research instruments,

Mugenda and Mugenda (2003) demonstrate that doing a pilot research with just 10% of the population is sufficient.

The pilot study was carried out in four public primary schools which all took part in the study and the purpose of the pilot study was to ensure that the items used in the data collection were valid and reliable.

The researcher pre-tested all the tools and the data collected did not form part of the actual study but the actual sample should not be used as for pre-testing.

3.9 Construction of Research Instruments

The research instruments would be informed by literature review and research questions. The questionnaire contains both open-ended and closed-ended questions.

A 5-point Likerts scale was adopted to give respondents ease of responding.

The questionnaire will contain 5 sections: -Section A containing socio-demographic questions. Section B will contain questions relating to the objectives of study which is to assess the influence of cultural factors on access to primary education among the nomadic pastoralists in Loima sub-County. Section C would contain questions related to objectives two of the study which is concern with socio-economic factors influencing access to primary education in Loima Sub-County. Section D would include questions relating to the objectives of the study which is with environmental factors and how they influence access to` primary education among the nomadic pastoralists in Loima sub-county.

The questionnaires to be developed in English and translated in the local Ngaturkana languages to aid in data collection by the research assistants, since the majority of respondents are local residents with little or no formal education.

3.10 Validity and Reliability

Validity is established whether the instruments content is measurable (Orodho, 2006).

Reliability is the measure of the degree to which a research instrument yields consistent results of data after repeated trials.

3.10.1 Testing for Validity of Research Instruments

Validity is defined as the degree to which a test measures what it is supposed to measure (Mugenda & Mugenda, 2008). The content of the study questionnaire and the interview schedules were undertaken to seek further experts through guidance from the University supervisors.

To minimize the error the researcher prepared items that addressed the specific objectives of the study using the language commonly used by the participants.

The tools used in the study were examined by the university supervisors who give out their comments. The researcher used the comments recommended by the university supervisors to make adjustment to the instruments used to collect data to ensure validity.

3.10.2 Testing for Reliability of Research Instruments

According to (Kothari, 2004), reliability is the extent to which research results are consistent and replicable.

Reliability is the measure of the degree to which research instruments' yields consistent results of data after repeated trials. If the measurement will produce the same result on separate occasions, when tools are applied under similar conditions. A pilot study will be carried out at neighbouring sub-location (Turkwel) on 10 households (10% of the sample size). Reliability will be assessed using the Cronsbach alpha. An alpha value of ≥ 0.7 will be considered reliable.

3.11 Data collection Methods and Procedures

Data was collected through the questionnaires and interview schedules.

A Permit that authorized data collection was applied and obtained from National council for science technology and innovation (NACOSTI).

A copy of the permit was given to the Turkana County commissioner and Director of Education, Turkana County. The researcher will also visit the sub-county education offices to book appointment with education the education officers who will be key informants in study.

The prior visit was done by the researcher to area of the study in order to meet with the stakeholders e.g. chiefs, NGOs, village elders, parents, Head teacher and teachers who will be critical in the success of exercise. This was to create rapport and also get information as to appropriate days and times for visiting the households.

The researcher administered the questionnaires with the help of research assistants who will have been trained on the content of the questionnaires as well as on research ethics and methodology.

. All questionnaires would be coded and clearly marked to ensure that only those who were issued are used in the study.

In addition to questionnaires, interview schedules were employed to gather in-depth qualitative data from key informants, including education officers, community leaders, and selected teachers and parents. The interview schedule was designed to explore more nuanced insights into the cultural, economic, and environmental factors affecting educational access among nomadic pastoralist children. Each interview was semi-structured, allowing for flexibility in exploring participants' responses while ensuring that all critical topics were covered. The researcher scheduled interviews at times and locations convenient for the respondents, often in neutral locations within the community to foster open communication.

Interviewers adhered strictly to ethical guidelines, obtaining verbal or written consent from each participant, and interviews were conducted in the preferred language of the respondent to encourage clarity and comfort. The qualitative data gathered from these interviews complemented the questionnaire findings, providing context and depth that enriched the understanding of the barriers to educational access. Each interview was audio-recorded (with permission) to ensure accuracy in data capture, and field notes were taken to document non-verbal cues and additional observations relevant to the study's objectives.

3.12 Data analysis Techniques

The data was coded, entered and analysed using Statistical Package for Social Sciences (SPSS) version 21 for windows. Descriptive statistics will be used to analyse data collected. Chi-square and Fisher's exact analyses will be used to determine the association between various variables in the study such as cultural, socio-economic and environmental factors and access to primary education. Statistical significance would be obtained by examining the values and Odds ratios. Qualitative data was grouped in thematic areas and analysed. The data collected was tabulated into figures and tables for ease interpretation.

3.13 Ethical Considerations

Roberts (2015), states that the researchers should always remember that while they are doing research, they are in actual fact entering private spaces of their participants. He argues that the relationship between the researcher and respondent during an interview need to be considered in terms of the values of the researcher and the cultural aspects.

In this study, the researcher will seek necessary approval from the Ethics and Review Committee of Mount Kenya University (ERC), then the research permit to be obtained from the National Commission for Science, Technology and Innovation (NACOSTI).

A copy of the same was given to the County Commissioner and County Director of Education. The researcher developed consent forms that were used to seek and document consent from the respondents.

The participants were given enough information about the area of study before the administration of research instruments.

The purpose and the value of the study were explained to the participants that the research would only be used for academic purposes and no financial benefit to the participants.

Participation in the study was absolutely voluntary and no one was coerced or forced to participate. Only those who give consent were engaged.

The researcher explained to the respondents the purpose and objectives of the study and guarantee them that the study would respect their opinion, privacy and all rights. During the study any respondent wishing not to continue or unwilling to respond to some of the questions were allowed to withdraw.

The researcher strived to ensure that the questionnaire does not include questions that may yield emotional distress appear to demean one's dignity.

All respondents were treated with respect and dignity. Anonymity of the respondents' identity to be upheld by not asking for respondent's names as well as ensuring that the data collected is safeguarded to guarantee confidentiality of the participants during and after the study.

All materials used in the study were duly acknowledged and plagiarism was avoided at all costs, prior to data collection.

The researcher strived to maintain the truth in reporting data result by making sure there's no any misrepresentation of data result.

Objectivity was used in the study and biases were minimized through re-check where the same members who participated in the study were subjected to the same process to check whether they reported the same data without major variations.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

This chapter outlines the findings of the study as per the objectives. The chapter also outlines a discussion on the findings of the study supported by literature reviewed.

4.1 Demographic Information

The demographic information consists of general information of teachers, pupils, parents and sub-county education officers.

4.1.1 General Information of the Teachers

The questionnaire for the teachers required them to respond on some items regarding their general information such as gender, age, education level and experience. The findings are as reported in Table 3.

Table 3: Teachers' Characteristics

		Count	Column N %
Gender of the Teachers	Male	30	81.1%
	Female	7	18.9%
Age of the teachers	18-25 years	2	5.4%
	26-30 years	9	24.3%
	31-40 years	23	62.2%
	Above 40 years	3	8.1%
Teachers' highest education level	Certificate	16	43.2%
	Diploma	14	37.8%
	Degree	7	18.9%
	Master's Degree	0	0.0%
Teachers' years of experience	1-3 years	11	29.7%
	4-6 years	10	27.0%
	7-10 years	11	29.7%
	above 10 years	5	13.5%

Source: Field Data (2020).

From the findings, majority of the teachers were male as shown by a response of 81.1% (30); female teachers were 18.9% (7). The findings also show that 62.2% (23) of the teachers were aged 31-40 years, 24.3% (9) were aged 26-30 years, 8.1% (3) were aged above 40 years and 5.4% (2) were aged 18-25 years.

It is also evident that 43.2% (16) of the teachers had certificate as the highest level of education, 37.8% (14) had diploma level of education and 18.9% (7) had a degree as the highest level of education; none of the teachers who participated in the study had a Master's Degree. For the case of teachers' experience, 29.7% (11) had an experience of 7-10 years, another 29.7% (11) had an experience of 1-3 years, 27.0% (10) had 4-6 years of experience and 13.5% (5) had an experience of above 10 years.

4.1.2. Gender of the Pupils

The pupils were required to indicate their gender and the findings are as shown in Figure 2.

According to figure 2 below 58% of the pupils were male while 41.03% were female.

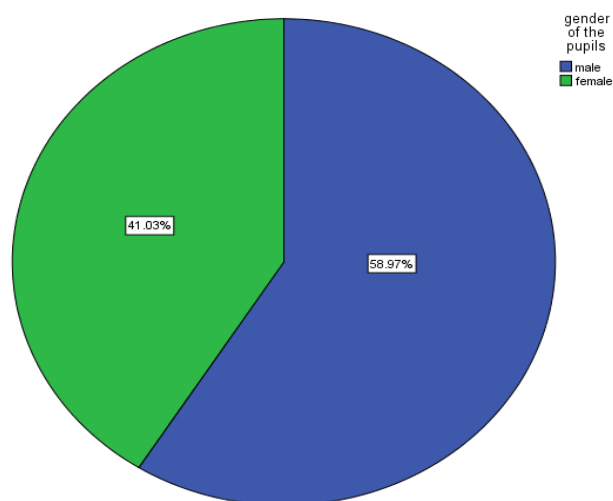


Figure 2: Gender of The Pupils

Source: Field Data (2020)

4.1.3 Age of the Pupils

According to figure 3 the result shows that 87.18 % (34) of the pupils were aged between 14-16 years while 12.82% (5) were aged 10-13 years.

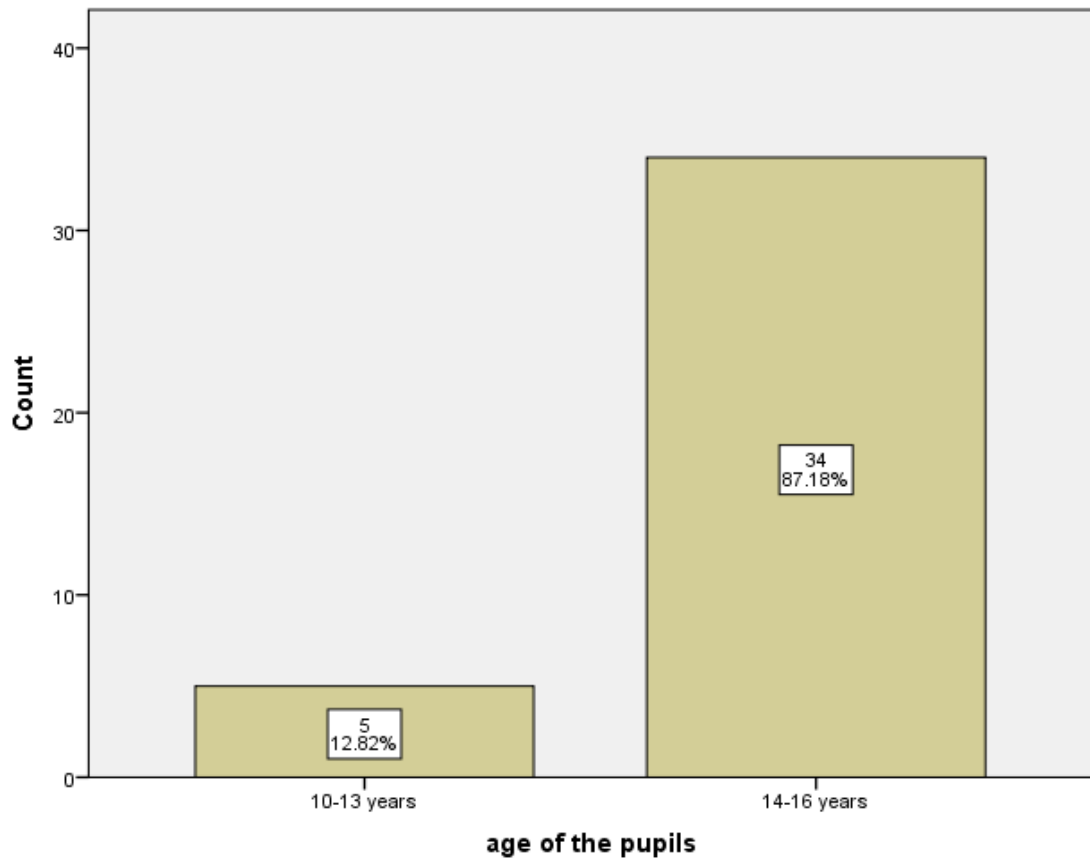


Figure 3: Pupils' Age

Source: Field data (2020)

4.1.4 Class of the Pupils'

The class of the pupils who participated in the study is shown in the table 4. The result shows that the majority of the respondents were in standard eight as shown by a response of 92.3% (36), Only 7.7% (3) were in class seven.

Table 4: Distribution of The Pupils Per Class

Class	Frequency	Percent	Cumulative Percent
7.00	3	7.7	7.7
8.00	36	92.3	100.0
Total	39	100.0	

Source: Field data (2020).

4.1.5 Number of Pupils per Class

The pupils were also required to indicate the number of pupils per class in each category of boys, girls and overall. The findings are reported in the table 5, that on average there were 13 boys and 10 girls per a class. The overall average number of pupils per class was 23 pupils and the minimum number of boys in one class as per the study was 5 while the minimum number of girls in one class was 3. The Overall class with the minimum number of pupils had 10 pupils. The maximum number of boys in one class as per the study was 20 while the maximum number of girls was 22. The class with the maximum number of pupils had 42 pupils.

Table 5: Descriptive Statistics of The Number of Pupils Per Class

Statistic	Number of boys in class	Number of girls in class	Total number of pupils in class
Mean	13.0000	10.1026	23.1026
Minimum	5.00	3.00	10.00
Maximum	20.00	22.00	42.00

Source: Field data (2020).

4.2 Cultural Factors and Access to Primary Education among Nomadic Pastoralists in Loima Sub-County, Turkana County.

The first objective of the study was to determine the extent to which cultural factors influence access to primary education among nomadic pastoralists in Loima sub-county, Turkana County. The questionnaires required the teachers to indicate whether parents in

Loima Sub-County were aware of education importance and whether they were concerned with girl-child education. The findings are as demonstrated in Table 6.

Table 6: Parents Awareness and Concern on Education

Category		Count	Column N %
Are parents aware of importance of education	Yes	11	29.7%
	No	26	70.3%
Are parents concerned with girl child education	Yes	7	18.9%
	No	30	81.1%

Source: Field data (2020).

The finding in Table 6 indicates that 70.3% (26) of the teachers were of the opinion that parents in Loima Sub-County are not aware of importance of education; 29.7% (11) shows that parents are aware of importance of education. On the other hand, 81.1% (30) of the teachers indicated that parents in Loima Sub-County are not concerned with girl-child education; 18.9% (7) explains that parents are concerned with girl-child education.

The teachers were also presented with several cultural factors and were required to respond on a Likert scale the extent to which they believed the cultural factors influenced access to primary education in Loima Sub-County. The findings are as shown in Table 7.

Table 7: Extent to Which Cultural Factors Influence Access to Education

Factors	Very large extent	Large extent	Low extent	Very low extent	No extent
Early Marriages	21 (55.3%)	14 (36.8%)	3 (7.9%)	0 (0.0%)	0 (0.0%)
Cattle rustling	6 (15.8%)	12 (31.6%)	10 (26.3%)	9 (23.7%)	1 (2.6%)
Rites of passage	5 (13.2%)	4 (10.5%)	15 (39.5%)	8 (21.1%)	6(15.8%)
Insecurity	6 (15.8%)	16 (42.1%)	10 (26.3%)	5 (13.2%)	1 (2.6%)
Gender inequalities	20 (52.6%)	10 (26.3%)	4 (10.5%)	3 (7.9%)	1 (2.6%)

Source: Field data (2020)

According to the findings reported in Table7 that,55.3% (21) of the teachers are of the opinion that early marriages influence access to primary education to a very large extent, 36.8% (14) indicates that early marriages influence access to primary education to a large extent and 7.9% (3) to a low extent. The findings as reported in Table 7 states that 31.6% (12), 26.3% (10), 23.7% (9), 15.8% (6) and 2.6% (1) of the teachers shows that cattle rustling influence access to primary education to a low extent, large extent, very low extent, very large extent and to no extent respectively. Table 7 also shows that 39.5% (15), 21.1% (8), 15.8% (6), 13.2% (5) and 10.5% (4) of the teachers indicates that rites of passage influence access to primary education to a low extent, very low extent, no extent, very large extent and large extent respectively. It is also evident that 42.1% (16) and 15.8% (6) of the teachers are of the opinion that insecurity influence access to primary education to a large extent and to a very large extent; 26.3% (10), 13.2% (5) and 2.6% (1) states that insecurity influence access to primary education to a low extent, very low extent and to no extent at all respectively. Lastly, 52.6% (20), 26.3% (10), 10.5% (4), 7.9% (3) and 2.6% (1) of the teachers indicates that gender inequalities influence access to primary education to a very large extent, large extent, low extent, very low extent and no extent respectively. A one-sample t-test was used to test the significance

of the Likert scale responses at an indifference point (test value) of 3. From the findings reported in Table 8, early marriages, insecurity and gender inequalities were the significant cultural factors with p-values 0.000, 0.002 and 0.000 all less than the significance level of 0.05. Additionally, the means for the significant cultural factors were 1.52, 2.44 and 1.81 (all less than 3 and closer to 2) implying that early marriages, insecurity and gender inequalities had a significant influence on access to primary education to a large extent.

Table 8: One-Sample T-Test on Significance of The Cultural Factors

	Mean	Test Value = 3					
		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Early Marriages	1.5263	-14.048	37	.000	-1.47368	-1.6862	-1.2611
Cattle rustling	2.6579	-1.922	37	.062	-.34211	-.7028	.0186
Rites of passage	3.1579	.798	37	.430	.15789	-.2430	.5588
Insecurity	2.4474	-3.389	37	.002	-.55263	-.8831	-.2222
Gender inequalities	1.8158	-6.716	37	.000	-1.18421	-1.5415	-.8270

Source: Field data (2020)

The finding agrees with the interviews conducted with Sub-County education officers. For instance, Officer C opined that: “Early marriages especially for girls stops them from accessing primary education since girls are considered as a source of wealth (cows) when married off”

Officer E added that:

“Insecurity in this area leads to boys being left at home so as to provide security to the livestock. It also leads to closure of schools due to fear from attackers from the neighboring communities”

Questionnaires were also presented to the pupils with an open-ended question regarding some of the cultural factors influencing access to primary education in Loima Sub-County. From the responses as shown in Table 9, 87.2% (34) of the pupils shows that early marriages influenced pupils’ access to primary education. Another 66.7% (26) indicates that early pregnancies influence access to primary education and 61.5% (24) being of the opinion that rites of passage such as circumcision ceremonies and initiation influence access to primary education in Loima Sub-County.

Table 9: Pupils Responses on Cultural Factors Influencing Access to Primary Education

Factors	Frequency	Percent
Early Marriages	34	87.2
Early pregnancies	26	66.7
Rites of passage	24	61.5

Source: Field data (2020)

The parents were required to indicate how some cultural factors such as early marriages, cattle rustling and rites of passage have interfered with access to primary education among the pastoral communities in Loima Sub-County.

One parent, Parent 1 indicated that:

“Rites of passage and early marriages created superiority complex and increased drop-out rates since those pupils who have undergone through them find it hard to socialize with those who have not undergone through them”

Another parent, Parent 2 indicated that:

“Cattle rustling being the main a cause of insecurity leading to closure of schools thus a hindrance access to primary education in Loima Sub-County”

Parent 8 while contributing on the influence of rites of passage added that:

“Rites of passage interfere with the school calendar since those participating are forced to leave school during the season of rites of passage”, and added that, “Some when they go never come back to school”.

These findings agree with UNICEF (2001) who implied that girls under the age of 19 years in Central and West Africa are married off as compared to 27% of girls under the age of 19 years in East Africa and 20% in Northern and Southern Africa. Quiroga and Murphy (2004) added that marriage is globally regarded as a celebratory moment and adulthood milestone. However, Quiroga and Murphy (2004) added that the practice of underage marriage gives no cause for celebration as imposition of a marriage partner upon an underage girl or boy robs them of their fundamental rights such as education. Premature marriage deprives young boys’ and girls’ opportunities for personal development in addition to their rights in reproductive health, education and participation in civic life. Yusuf (2001) while assessing the educational statistics of Coast Province in Kenya reported that early marriages led to massive drop-out of girls in both primary and secondary schools.

4.3 Economic Factors influencing Access to Primary Education among Nomadic Pastoralists in Loima Sub-County, Turkana County

The second objective aimed at finding out the economic factors that influenced access to primary education in Loima Sub-County. The teachers were presented with several economic factors and were required to indicate their level of agreement or disagreement on whether the factors influence access to primary education. The findings are as reported in Table 10.

Table 10: Responses on Economic Factors Influencing Access to Education

Factors	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Income sources	28 (75.7%)	4 (10.8%)	1 (2.7%)	0 (0.0%)	4 (10.8%)
Living conditions	20 (54.1%)	12 (32.4%)	2 (5.4%)	2 (5.4%)	1 (2.7%)
Housing	12 (32.4%)	16 (43.2%)	6 (16.2%)	3 (8.1%)	0 (0.0%)
Food	17 (47.2%)	16 (44.4%)	2 (5.6%)	0 (0.0%)	1 (2.7%)
Family activities	7 (18.9%)	23 (62.2%)	4 (10.8%)	3 (8.1%)	0 (0.0%)
Child labor	9 (24.3%)	15 (40.5%)	5 (13.5%)	7 (18.9%)	1 (2.7%)
Inadequate funds for fees	20 (54.1%)	9 (24.3%)	2 (5.4%)	2 (5.4%)	4 (10.8%)

Source: Field data (2020)

The findings as reported in Table 10 indicates that, 75.7% (28), 10.8% (4), 10.8% (4) and 2.7% (1) of the teachers strongly agreed, agreed, strongly disagreed and were undecided respectively that income sources influenced access to primary education. Table 10 also shows that 54.1% (20), 32.4% (12), 5.4% (2), 5.4% (2) and 2.7% (1) of the teachers strongly agreed, agreed, were undecided, disagreed and strongly disagreed that living conditions influenced access to primary education. From the findings, it is evident that 43.2% (16) and 32.4% (12) of the teachers agreed and strongly agreed that housing influence primary education access; 16.2% (6) were undecided and 8.1% (3) disagreed. A total of 91.6% (33) of the teachers strongly agreed and agreed that food influences access to primary education; 5.6% (2) were undecided and 2.7% (1) strongly disagreed. Majority of the teachers as shown by a response of 62.2% (23) agreed that family activities influence access to primary education, 18.9% (7) strongly agreed, 10.8% (4) were undecided and 8.1% (3) disagreed. Child labor as a factor influencing access to primary education had a total of 64.8% (24) of the teachers agree and strongly agree;

18.9% (7) disagreed, 13.5% (5) were undecided and 2.7% (1) strongly disagreed. The table also shows that 54.1% (20) and 24.3% (9) of the teachers strongly agreed and agreed respectively that inadequate funds for fees influence access to primary education, 10.8% (4) strongly disagreed, 5.4% (2) disagreed and another 5.4% (2) were undecided. The significance of the Likert scale responses was tested using one-sample t-test at an indifference point of 3 (undecided), that is, if the responses were different from undecided and the findings are as reported in Table 11. From the findings, all the p-values (sig. 2-tailed column) were all less than 0.05 (level of significance). This is an indication that income sources, living conditions, housing, food, family activities, child labor and inadequate funds for fees had a significant influence on access to primary education. In addition, the fact that all the means were less than 3 and close to 2 showed that there was an overall significant agreement on the influence of these factors to access of primary education in Loima Sub-County.

Table 11: One-Sample T-Test on The Significance of Economic Factors

	Mean	Test Value = 3					
		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Income sources	1.5946	-6.682	36	.000	-1.40541	-1.8319	-.9789
Living conditions	1.7027	-7.921	36	.000	-1.29730	-1.6295	-.9651
Housing	2.0000	-6.663	36	.000	-1.00000	-1.3044	-.6956
Food	1.6667	-9.661	35	.000	-1.33333	-1.6135	-1.0532
Family activities	2.0811	-7.030	36	.000	-.91892	-1.1840	-.6538
Child labor	2.3514	-3.474	36	.001	-.64865	-1.0273	-.2700
Inadequate funds for fees	1.9459	-4.739	36	.000	-1.05405	-1.5051	-.6030

Source: Field data (2020).

Despite the government of Kenya promise of free primary education, the teachers were required to indicate whether pupils dropped out of school due to lack of fees.

Majority of the teachers as shown by 71.4% (27) agreed that pupils dropped out of schools in Loima Sub-County due to lack of school fees while 28.6% (11) were of the opinion that school fees did not lead pupils to dropping out of schools in Loima Sub-County (Check Table 12).

Table 12: Lack of Fees Lead to Drop-Out from School

	Frequency	Valid Percent	Cumulative Percent
Yes	27	71.4	71.4
No	11	28.6	100.0
Total	38		

Source: Field data (2020)

The findings agree with the interview conducted with the education officers. For instance, Education Officer F responded that:

“Child labor hinders access to primary education as boys have to look after livestock that is the main source of wealth in this area”

Another key respondent, Education Officer E supported the finding that school fees hinder access to primary education by stating that:

“Many children are left out of school due to lack of fees especially the ones charged by schools for development and tuition”

An open-ended question was presented to the parents on how the economic factors influence access to primary education. One parent, Parent 13, was of the opinion that economic factors are not major in influencing access to primary and stated that:

“As compared to the early days, the situation has changed as most economic factors such as poverty and food insecurity has improved and therefore is not the main factors in hindering access to primary education”

Another parent, Parent 18, supported the influence of economic factors on access to primary education by stating that:

“Many pupils fail to join school or drop out of school due to high poverty levels of their parents and therefore cannot meet the cost of education such as school fees, cost of books and uniforms”.

These findings concur with Auma *et al.*, (2013) who demonstrated that financial difficulties as a result of low-income levels of nomadic communities’ hinder access to education.

Auma *et al.*, (2013) added that financial difficulties make it difficult for families to afford basic needs things such as food, clothing including school uniforms and other costs of education that hinder access to primary education. Mansory (2009) noted that poverty leads to children being involved in child labor and those from pastoralist communities engaging in herding livestock in order to earn money and find food for their families.

4.4 Environmental Factors influencing Access to Primary Education among Nomadic Pastoralists in Loima Sub-County, Turkana County

The third objective was to examine the environmental factors influencing access to primary education in Loima Sub-County. The teachers were presented with several environmental factors and were required to indicate the extent to which they influenced access to primary education. The findings are as presented in Table 13

Table 13: Environmental Factors Influencing Access to Education

	Very high	High	Average	Low	Very low
School buildings	6 (15.8%)	9 (23.7%)	18(47.4%)	5 (13.2%)	0 (0.0%)
Number of classrooms	7(18.4%)	11 (28.9%)	1(42.1%)	3(7.9%)	1 (2.6%)
Distance from home to learning centers	6 (15.8%)	16 (42.1%)	12(31.6%)	4 (10.5%)	0 (0.0%)
Availability of teaching/learning resources	3 (7.9%)	14 (36.8%)	15(39.5%)	4(10.5%)	2(5.3%)
Shortage of teachers	17 (44.7%)	18 (47.4%)	2 (5.3%)	0(0.0%)	1 (2.6%)
Family movement with animals	16 (42.1%)	11 (28.9%)	6 (15.8%)	1(2.6%)	4 (10.5%)

Source: Field data (2020)

The result shows that 47.4% (18) of the teachers were of the opinion that school buildings averagely influence access to primary education, 23.7% (9) indicates that school buildings influence on access to primary education is high, 15.8% (6) shows that the influence of school buildings on access to primary education is very high while 13.2% (5) states that the influence of school buildings was low. Table 13 also shows that 42.1% (16) of the pupils indicates the influence of number of classrooms on access to primary education is average, 28.9% (11), 18.4% (7), 7.9% (3) and 2.6% (1) indicates that the influence of number of classrooms on access to primary education is high, very high, low and very low respectively.

The findings also indicates that a total of 57.9% (22) of the teachers agree that distance from home to learning centers has a high and very high influence on access to primary education, 31.6% (12) and 10.5% (4) shows that it has an average and low influence respectively on access to primary education. A total of 44.7% (17) of the teachers

explains that availability of teaching/learning resources has a high and very high influence on access to primary education, 39.5% (15) states that it has an average influence, 10.5% (4) describes that had a low influence and 5.3% (2) shows it had a very low influence.

On shortage of teachers, 47.4% (18) and 44.7% (17) of the teachers indicated that it has a high and very high influence, 5.3% (2) shows that it has an average influence and 2.6% (1) explains that it had a very low influence. Lastly, 42.1% (16), 28.9% (11), 15.8% (6), 10.5% (4) and 2.6% (1) of the teachers indicates that family movement with animals has a very high, high, average, very low and low influence on access to primary education respectively. To assess the environmental factors that were significant influencing access to primary education, one-sample t-test was used and the findings are as reported in Table 14. School buildings (p-value=0.008), number of classrooms (p-value=0.002), distance from home to learning centers (p-value=0.000), shortage of teachers (p-value=0.000) and family movement with animals (p-value=0.000) had a significant influence on access to primary education. Based on their means, the influence was significantly high (means were close to 2).

Table 14: One-Sample T-Test on Significance of Environmental Factors Influencing Access to Education

	Mean	Test Value = 3					
		T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
School buildings	2.5789	-2.824	37	.008	-.42105	-.7232	-.1189
Number of classrooms	2.4737	-3.313	37	.002	-.52632	-.8482	-.2045
Distance from home to learning centers	2.3684	-4.410	37	.000	-.63158	-.9218	-.3414
Availability of teaching/learning resources	2.6842	-2.024	37	.050	-.31579	-.6318	.0003
Shortage of teachers	1.6842	-10.027	37	.000	-1.31579	-1.5817	-1.0499
Family movement with animals	2.1053	-4.275	37	.000	-.89474	-1.3188	-.4707

Source: Field data (2020).

The interview conducted to the Sub-County Education Officers revealed resources as the main environmental factor influencing access to primary education in Loima Sub-County. Education Officer G stated that:

“Lack of enough teachers has been discouraging pupils from accessing primary education in this area”. An open-ended question was presented to the pupils and required them to list the environmental factors that influence access to primary education in Loima Sub-County.

The top three factors that the pupils listed as the environmental factors influencing access to primary education are as listed in Table 15.

Table 15: Pupils Response on Environmental Factors Influencing Access to Education

Factors	Frequency	Percent
Inadequate facilities such as classrooms, toilets, desks etc.	36	92.3
Teachers' shortage	31	79.5
Location of school from home	28	71.8

Source: Field data (2020)

According to the pupils, inadequate facilities such as classrooms, desks and toilets (92.3%), teachers' shortage (79.5%) and location of school from home (71.8%) were the main environmental factors influencing access to primary education in Loima Sub-County.

According to Lanyasunya, (2012) who studied the factors affecting access to basic formal education among the nomadic communities of North Rift Valley, Kenya focused on Samburu and revealed that distance to the nearest school and access to basic formal education were strongly and significantly correlated. Distance from school does not only influence initial access to school but also acts as a barrier to education access by influencing retention, completion and transition to higher schooling levels (UNICEF, 2011).

Jackson (2011) found that resources such as classrooms, toilets and availability of books and desks influenced access to formal education. Jackson (2011) added that even in areas where classes had been constructed, lack of teachers influenced access to education.

Other factors hindering education provision among nomadic pastoralists as studied by Woldab (2012), Ng'asike (2011) and Imhabekhai (2004) include shortage of teaching and learning facilities, inadequate facilities such as toilets and lack of teachers.

4.5 Summary of the Major Findings

4.5.1 Summary on schools' enrolment rate for nomadic children

The research examined how cultural factors impact nomadic pastoralists' primary education in Loima sub-county, Turkana County. Most Loima Sub-County teachers indicated parents don't respect education. Three-quarters of teachers claimed Loima Sub-County parents don't value girl-child education. Nine-tenths of instructors said early marriages severely affected primary learning. Cattle rustling impacts primary education less than half of teachers responded. Three fifths of teachers said rites of passage didn't affect fundamental education. 50% of teachers stated instability substantially impacts primary education. Lastly, just over three quarters of instructors thought gender inequalities severely impair primary education. With p-values below 0.05, early marriages, insecurity, and gender discrepancies were cultural factors. Early marriages, instability, and gender inequalities affected primary school enrollment. Early marriages, pregnancies, and rites of passage were the top cultural effects on primary education for Loima Sub-County pupils. The study was online with Russell's education theory.

“As compared to the number of females, primary school enrolment among boys was less than a quarter of what it was among girls. In point of fact, there was some data to suggest that the number of girls living in nomadic tribes was gradually decreasing, in contrast to the general trend throughout the country, which showed a little increase. There is a great deal of statistics that may be split down to illustrate the percentage of pastoralist children that attend school. Primary education was provided to everyone without charge and was universally available, although pastoralists were not included in the official school system. As stated in the report that it submitted to the Dakar meeting,”

The findings indicated that Education for All (EFA) would not be accomplished by the target year of 2015 due to the fact that enrolment rates for nomadic pastoralists were much lower than the norm in each nation (Maciej Serda et al., 2013). The difficulties associated with enrolling children who live on the margins of society were very complex and were not expected to be completely resolved until the year 2015. Mr. Maxey provided a concise overview of the findings that the research had uncovered.

4.5.2 Summary on Cultural factors on access to primary education among nomadic pastoralists

Mainly girls from poor families were taken to school and most of them dropped out of school, due to low socio-economic status, some households preferred to take boys to school instead of girls. For parents Loima sub-county sending girls to schools means more demands on the mother's time at home, denying many girls from Loima sub-county access to education. There should be equity in access to education to every child from Loima sub -county. The findings of Paul, B. K. (2019) agreed with the current study, in his study on parental perception towards Free Primary Education Policy Implementation among Pastoralists in West Pokot County, Kenya. The study established that the parents of pastoralist communities have a positive perception towards the implementation of free primary education. However, their attachment to their cultural practices renders the process of accessing education with myriad problems (Wu et al., 2022).

The study has shown that the pupils in West Pokot have a positive perception and desire to pursue education for the sake of improving their life and away from their traditional way of herding and competing for scarce livestock in their regions. However, this study was conducted in west Pokot and dwelt on the parents' perception towards free primary education policy implementation among the pastoralists but the current study will be carried in Loima Sub County so as to determine the extent to which cultural factors

influence access to primary education among nomadic pastoralists in Loima sub-county, Turkana County (Moore, 2018).

“There was a significant gender-based gap in access to universal primary school enrolment with a greater number of boys than girls. There is a significant increase in number of girls following the introduction of FFE. There is need to reverse a FFE practices from a more conventional policy tied to a community participatory one, as to curb enrolment gap and retention.”

“After the introduction of free primary education by the Government of Kenya, there is still a significant number of girls not attending primary school due to the cultural factors of early marriages and not taken to school like their counterparts’ boys.”

In this study, findings revealed that there are both supporting and opposing views regarding girls’ education among members of the Maasai community. It also indicated that girls value the formal education; but they are prevented by their home and school environments. Distance to and from school also limits girls’ participation in education. The study concluded that efforts to empower marginalized Maasai girls and women through education are not enough. (Maciej Serda et al., 2013) Thus, more community sensitization about the importance of girls’ education is required. In addition, concerted effort and dedication to the provision of education are needed to address the challenges faced by girls in and outside the school environments. The Russell’s theory on education describes the need to give equal education opportunities to all children either from nomadic families, rich families, poor families and children with special needs to receive the best education. According to Russell’s education should take form that it should be available to all children and they should benefit from it, both boys and girls should be given the same opportunity to attain the highest level of education in this world, but according to the pastoralist its completely different due to cultural beliefs, attitudes towards the modern education, social-economic factors, early marriages and insecurity.

The majority of children taken to school are only boys and many girls are left at home to provide the house hold chores. Also, some pastoral families don't take boys to school to acquire modern education; many boys are left at home in order to provide security to the family and entire community from outside aggression.


Mainly girls from poor families were taken to school and most of them dropped out of school, due to low socio-economic status, some households preferred to take boys to school instead of girls. For parents Loima sub-county sending girls to schools means more demands on the mother's time at home, denying many girls from Loima sub-county access to education.

4.5.3 Summary Economic factors and access to primary education among nomadic pastoralists

Second, the study analyzed economic concerns in Loima Sub-County primary education. Four fifths of instructors firmly thought income influenced primary education. Four-fifths of teachers strongly agreed that living conditions impact primary education access. Three quarters of teachers strongly agreed that housing influences primary education access. 9/10 teachers firmly agreed that food influences fundamental schooling. Most teachers thought family activities impact primary education. Three fifths of teachers strongly felt child labor impairs elementary schooling. Three quarters of instructors strongly agreed that inadequate fees impact primary education access. One-sample t-tests using Likert scale responses at an indifference point of 3 (undecided) indicated that income, living conditions, housing, food, family activities, child labor, and inadequate fees influenced primary school access.

According to The Russell's theory on education mainly girls from poor families were taken to school and most of them dropped out of school, due to low socio-economic status, some households preferred to take boys to school instead of girls.

Also, the The Findings of (Sethole & Rapanyane, 2021), indicated that significant relationship existed between each of the predictor/independent variables and school enrolment (dependent variable). Part of the recommendations stated that government should introduce reliable feeding programmes and supply of necessary textbooks and workbooks for primary school pupils with functional legal framework in place in order to make it mandatory for all school age going children to attend school. Also, communities should be properly educated on the need to shun cultural practices that undermine education Gichui; L (2021) carried a Review of Social Economic Factors and status of Primary Education in Northern Region of Kenya by reviewing academic and international policy documents and records. The findings of the study indicated that both supply-side and demand side factors are major barriers to education participation in Northern Regions in Kenya.



“Several of the schools either do not have the necessary facilities or the ones they do have are in poor condition. In addition to this, there was a severe lack of available teaching staff. School-feeding programs, despite carrying on, it had become unstable. Because of the erratic nature of the food supply from the government, many of the children were absent from school due to hunger. It was clear that there would be some difficulties in terms of logistics in delivering food to the designated schools in the county.”

“In North Horr Sub County, Marsabit County, there was a significant gender gap in the student population of the primary schools. This was attributed to cultural factors such as a pastoral way of life, strong cultural values, and a pessimistic attitude towards education, participation in domestic labor, socioeconomic characteristics, and environmental factors. The low retention rates in primary schools, especially among female students across all years, were attributed to social, cultural, and socioeconomic factors. This was especially true for female students.”

Birhanu Moges (2017) agreed with the current study, found that educated parents wanted us to go to school, but illiterate parents wanted us to remain home and raise camels, cows,

or get married like them. If the parents are educated, they want their children to study, but the uneducated ones constantly oppose.

The nomadic pastoral lifestyle of Afar Region's pastoralist Woredas greatly impacts basic schooling. The interview and focus group findings revealed that pastoralists' unsettled lifestyles are one of the risk factors identified most often. The majority of teachers, Woredas specialists, and parent-teacher association interviews and focus group discussions showed that lack of information and awareness is a key barrier to children attending school.

The study found that students also lack interest in modern education, and the main reason is that their parents are uneducated and don't understand the value of education, so they'd rather their kids get married than go to school. In interviews and focus group discussions regarding expanding elementary education in pastoralist settings, lack of education or family education awareness is the most common issue. Their climate-dependent lifestyle may possibly explain their disinterest.

4.5.4 Environmental factors and access to primary education among nomadic pastoralists

Finally, we studied Loima Sub-primary County's school environment. Half of teachers said school structures impair fundamental education. Most instructors (almost half) thought number of classes had an average influence on primary education access. Distance from home to learning facilities influences primary education for half of teachers. Half of primary school teachers are affected by teaching/learning materials. 9/10 Loima Sub-County teachers indicated teacher shortages hinder primary education. Ultimately, three quarters of instructors felt family movement with animals substantially influences primary education. The one-sample t-test indicated that school buildings, classes, distance from home to learning centers, teacher shortages, and family travel with

animals influenced primary education access. Their techniques were influential (means were close to 2). Students cited poor classrooms, desks, toilets, teachers, and school location as the top three environmental issues influencing primary education.

The major reasons were the low educational level of the heads of households, household poverty, retrogressive cultural practices, and low premium attached to education. There is need to enhance the school security by advocating for peaceful conflict resolution; create a conducive learning environment through peace education and education in emergency; reverse most of the retrogressive socio-cultural practices through civic education as well as mass advocacy and appropriate legal measures.

“They also found out that scarcity of resources and unfriendly environmental as inducers to migration, they also did mention that there are multiple drivers that affect diverse migration patterns among Fulani pastoralists in Ghana that included labour demand for pastoralists, access to pasture, conflict, social networks and peaceful relations. These are similar drivers that necessitate migration of nomadic pastoralists in Loima Sub- County, Turkana County thus attributing to non-access of pastoralists children to basic primary education. The communities don’t have adequate number of role models for girls; there were cases of teenage pregnancy, early marriages and practiced 'girl booking' that affected girls' participation in formal education.”

Engdasew, Z., & Wogasso, Y. (2021) investigated on the Transhumant Domicile and Educational Service Delivery for Pastoralist Afars Children in Ethiopia-Implications for Mobility Mapping. The qualitative exploratory design was used in investigating the existing facts on the mobility of pastoralists' Afars. The qualitative data was gathered from purposively selected clan leaders. The data was categorized thematically and analysed qualitatively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions, recommendations for policy and suggestions for further research.

5.1 Summary of the Findings

The first objective of the study was to determine the extent to which cultural factors influence access to primary education among nomadic pastoralists in Loima sub-county, Turkana County. From the findings, majority of the teachers were of the opinion that parents in Loima Sub-County are not aware of importance of education. Also, more than three quarters of the teachers indicated that parents in Loima Sub-County are not concerned with girl-child education. On the cultural factors influencing access to primary education, close to nine tenths of the teachers were of the opinion that early marriages influence access to primary education to a very large extent and large extent. Less than half of the teachers indicated that cattle rustling influence access to primary education to a large extent and very large extent. The findings also demonstrated that approximately three fifths of the teachers were of the opinion that rites of passage influence access to primary education to a low extent and very low extent. More than half of the teachers indicated that insecurity influence access to primary education to a large extent and to a very large extent. Lastly, slightly more than three quarters of the teachers were of the opinion that gender inequalities influence access to primary education to a very large extent and large extent. The one-sample t-test used to test the significance of the Likert scale responses showed that early marriages, insecurity and gender inequalities were the significant cultural factors with p-values all less than the significance level of 0.05. The means for the significant cultural factors, that is, early marriages, insecurity and gender inequalities, implied that the three factors had a significant influence on access to primary

education to a large extent. On the other hand, the pupils listed early marriages, early pregnancies and rites of passage as the top three cultural factors influencing access to primary education in Loima Sub-County.

The study's second objective was to determine the economic factors that influence access to primary education in Loima Sub-County. Majority of the teachers (more than four fifths) strongly agreed and agreed that income sources influenced access to primary education. Four fifths of the teachers strongly agreed and agreed that living conditions influence access to primary education. Three quarters of the teachers agreed and strongly agreed that housing influence primary education access. Nine tenths of the teachers strongly agreed and agreed that food influences access to primary education. Majority of the teachers agreed and strongly agreed that family activities influence access to primary education. Slightly more than three fifths of the teachers agreed and strongly agreed child labor influence access to primary education. The findings also showed that three quarters of the teachers strongly agreed and agreed that inadequate funds for fees influence access to primary education. The significance of the Likert scale responses tested using one-sample t-test at an indifference point of 3 (undecided) indicated that income sources, living conditions, housing, food, family activities, child labor and inadequate funds for fees had a significant influence on access to primary education.

The third objective was to examine the environmental factors influencing access to primary education in Loima Sub-County. Close to half of the teachers were of the opinion that school buildings averagely influence access to primary education. The findings also demonstrated that most of the teachers (slightly less than a half) indicated that the influence of number of classrooms on access to primary education is average. More than half of the teachers indicated that distance from home to learning centers has a high and

very high influence on access to primary education. Slightly less than a half of the teachers indicated that availability of teaching/learning resources has a high and very high influence on access to primary education. Approximately nine tenths of the teachers indicated that teachers' shortage has a high and very high influence on access to primary education in Loima Sub-County. Lastly, close to three quarters of the teachers indicated that family movement with animals has a very high and high influence on access to primary education. The one-sample t-test used to assess the environmental factors that were significant influencing revealed that school buildings, number of classrooms, distance from home to learning centers, shortage of teachers and family movement with animals had a significant influence on access to primary education. Based on their means, the influence was significantly high (means were close to 2). According to the pupils, the top three environmental factors influencing access to primary education were inadequate facilities such as classrooms, desks, toilet, teachers' shortage and location of the school from home.

The nomadic pastoralists in Loima sub-county do not pay attention to taking children to school as they do not see any immediate benefits accrued from schooling child. They attachment to their livestock this is even after introduction of free primary education by the Government of Kenya, there's is still significant numbers of girls not attending primary school due to the cultural factors of early marriages and not taken to school like their counter parts boys and it's out of this that, this study seeks to unveil the most preminent cultural factors hindering boys and girls in pastoralists communities not equitably attending schools.

5.2 Conclusion

Based on the findings of the study it was concluded that, cultural factors such as early marriages and gender inequalities influence access to primary education among nomadic

pastoralists. Most of the parents from Loima sub-county do not value girl- child education due to their traditional beliefs and culture. Many girls are denied access to education and many parents opt for boys to attend school than girls this has contributed to low enrolment of girls in Loima sub-county.

Economic factors such as availability of funds for fees, parental income, housing and child labor influence access to primary education among nomadic pastoralists.

Most of the parents in Loima sub-county live very miserable life due to nomadic life style. The majority of the children are made to earn money for their parents by being hired to work for wealthier families so that the family can get something to eat and pay schools fees, hence many children from Loima sub-county are denied a chance to attend school due to poverty. This has disrupted schooling of many pupils in the region and eventually some dropping out of school.

Environmental factors such as distance of the school from home, availability of facilities such as classrooms and shortage of teachers influence access to primary education among nomadic pastoralists. Loima sub-county being vast pupils travel long distance to school through the jungle of thick bushes that expose them to danger of attack of wild animals and bandits. The long distance travelled by pupil's school affects their learning negatively leading to children dropping out of school.

5.3 Recommendations for Policy Makers

The recommendations are informed by the study findings and the conclusion for the study:

1. The government of Kenya, non-governmental actor's and other organizations should create awareness among the nomadic pastoralist communities not adopting regressive cultural practices that hinder development.

2. The nomadic pastoralist communities should be sensitized on education by stake holders e.g. National of Government, ministry of education department of education, county government, Church, UNESCO, UNICEF towards diversifying their income sources so as they become economically stable and therefore have the capacity to support their children in education.
3. There should be adequate classrooms and teachers to enable children acquire formal education easily without any hindrance and the government of Kenya should also allocate more funds to equip schools with more facilities.

5.4 Recommendations for beneficiaries

1. Teachers should come up with modern ways of helping Loima sub-county children to acquire modern education without any restriction from various cultural factors like early marriages, cattle rustling and rites of passage.
2. The ministry of education should provide policy guidelines that can help to enact tough policies that forces nomadic people of Loima sub-county to take more children to school in order to acquire modern education than denying them a right to education.
3. Parents in Loima Sub-County should value girl-child education and eradicate their traditional beliefs and culture.
4. They should not view girl-child as source of wealth when married by rich men; hence this denies many girls access to modern education. Most of the parents from Loima sub-county opt for boys to attend school than girls and they should be sensitized to shun away from practices that undermines education of their children despite of their gender.

5. All children in Loima sub-county should acquire education without any form of discrimination, despite of their gender, family background and communal cultural values.
6. Sub-County education officers should ensure that there should be equity in access to modern education to every child from Loima sub-county .They government of Kenya should also put structures in places that ensures every child acquires free and compulsory education in order to avoid drop out and wastage of human resource.

5.5 Recommendations for Further studies

This study was not exhaustive and future research should focus on:

- i) Factors that influence active participation by the pastoralist communities in the provision of primary education for their children.
- ii) Similar studies conducted in other regions other than nomadic pastoralists' areas so as to broaden the scope of the current study.
- iii) Further studies should also focus on factors that influence the sustenance of schools in education provision among the nomadic pastoralists.

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APPENDICES

Appendix I: Letter of Introduction

Ichor Kulal Ezekiel,

Mount Kenya University,

P.O.BOX,

Lodwar.

Dear Respondent,

My name is Ichor Kulal Ezekiel, a post graduate student at Mount Kenya University, Lodwar Campus, undertaking a course in Education Administration and Leadership Management, carrying out a research study on, “Factors **influencing access to primary education among the nomadic pastoralists in Loima sub-county, Turkana County, Kenya**”. Kindly you are requested to answer the questions in each questionnaire to the best of your knowledge. The information provided will be treated as confidential.

Your co-operation will be highly appreciated for the successful completion of this work.

Thank you.

Regards,

Ichor Kulal Ezekiel,

Student - Mount Kenya University.

Appendix II: Questionnaire for Teachers.

Please tick (√) and give the appropriate answer

SECTION A: Demographic information

1. Gender?

(a) Male ()

(b) Female ()

2. How old are you?

(a) 18-25 year. ()

(b) 25-30 years ()

(c) 30- 40 years. ()

(d) Above 40 years. ()

3. What is your highest level of education?

(a) Certificate. ()

(b) Diploma. ()

(c) Degree. ()

(d) Master degree. ()

4. Your years of experience in this service?

(a) 1-3 years. ()

(b) 3-6 years. ()

(c) 6-10 years. ()

(d) Above 11 years. ()

5. In your own opinion what could be the reasons why many children in Loima sub-county are getting difficulty in accessing primary education?

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SECTION B: Effect of cultural factors on access to primary education in Loima sub-county?

1. Are parents aware of importance of education?

(a) Yes. ()

(b) No. ()

2. Are parents concerned with girl child education in Loima sub-county?

(a) Yes. ()

(b) No. ()

3. In your own opinion to what extend do the following factors affects access to primary education in Loima sub-county? Rate them using the Likerts scale of 5 to 1. State the degree of agreement by ticking (√) against your preferred choice in this section as indicated by the key below;

Key: 5=No extent, 4=Very Low extent, 3=Low extent, 2=Large extent, 1=Very Large extent.

Factors	5	4	3	2	1
Early marriages					
Cattle rustling					
Rites of passage					
Insecurity					
Gender inequalities					

4. What are some of the cultural factors that influence access to primary education in Loima Sub-County?

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SECTION C: Economic factors influence access to primary education

1. To what extent do the following factors influence access to primary education in Loima sub-county? Rate them using scale Likert of 5 to 1 where:

5=strongly disagree 4=Disagree 3=Undecided 2=Agree 1=Strongly Agree.

Factors	5	4	3	2	1
Income Sources					
Living Conditions					
Housing					
Food					
Family Activities					
Child labour.					
Inadequate funds for fees					

2. In your own opinion, what do you think it can be done to address the effects of economic factors influencing access to primary education among the nomadic pastoralists in Loima sub-county?

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3. In your own opinion, do children drop from your school due to lack of fees despite the government promising free primary education?

(a) Yes. () (b) No ()

4. What is the level of engagement is the community incorporating the stakeholders to curb high rate of drop out in Loima sub –county?

(a) High () (b) Low ()

SECTION D: Environmental factors that influence access to primary education

In your own opinion to what extend do the environment factors influence access to primary education? Rank them using scale of 5-1 where; **5=Very low, 4=Low, 3=Average, 2= High, 1=Very high.**

Factors	5	4	3	2	1
School Buildings.					
Number of classrooms.					
Distance from home to Learning centres.					
Availability of teaching / Learning resources.					
Shortages of teachers					
Family movement with animals.					

2. In your own opinion, what are the disadvantages of having schools far away from the kraals?

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3. In what ways can the schools in Loima sub-county improve an environmental aspect that attracts children from pastoral families to access primary education?

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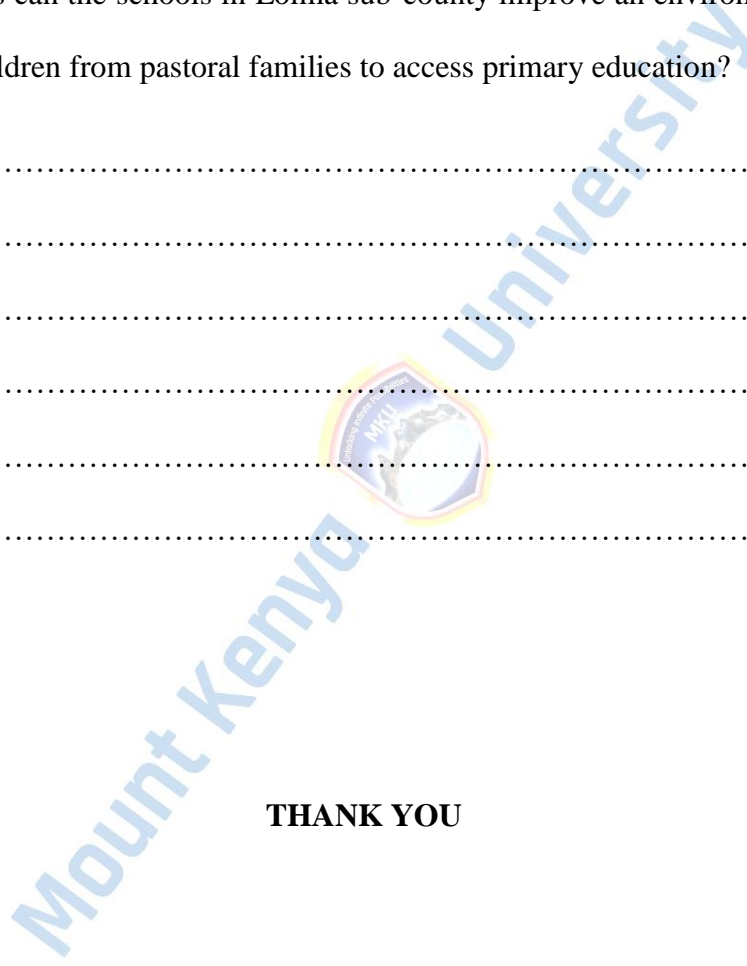
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THANK YOU

Appendix III: Questionnaire for Pupils

1. What is your gender?

(a) Male () (b) Female ()

2. What is your age?

(a) 6 -9 years () (b) 9-13 years () (c) 13-16 years ()

3. In which class are you.....?

4. How many boys are there in your class.....?

5. How many girls are there in your class.....?

6. What is the total number of pupils in your class.....?

7. What are some of the environmental factors that affect learning in your school?

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8. In your own opinion, what are some of the nomadic cultural factors that affect learning of both boy and girls in your school?

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9. What are some of the possible solutions put in place to curb the problem of low enrolment of both boys and girls in public primary schools in Loima sub –county?

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Appendix IV: Interview Schedule for Sub-County Education Officers

1. Gender?

(a) male. ()

(b) Female. ()

2. How is the enrolment of boys and girls?

(a) High ()

(b) Low. ()

3. In your own opinion, what are some of the factors that hinder many children from pastoral families from accessing formal education in Loima sub-county?

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4. What do you think it should be done to improve access to primary education among the nomadic children in Loima Sub-County?

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THANK YOU.

Appendix V: Questionnaires for Parents

1. What is your attitude towards the education of nomadic children?

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2. How have economic factors poverty, food insecurity and poor living conditions among the nomadic pastoralist in Loima sub-county have affected access to primary education?

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3. How do the following cultural factors early marriages, cattle rustling and rites of passage have interfered with access to primary education among the pastoral families in Loima sub-county?

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4. How have the economic factors poverty, food insecurity and poor living conditions among the nomadic pastoralists in Loima sub-county have affected access to primary education?

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5. In what ways can you improve access to primary education among the pastoralists community in Loima sub-county?

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THANK YOU

Appendix VII: Research License

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 310177	Date of Issue: 16/October/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Mr.. EZEKIEL ICHOR of Mount Kenya University, has been licensed to conduct research in Turkana on the topic: FACTOR INFLUENCING ACCESS TO PRIMARY EDUCATION AMONG NOMADIC PASTORALISTS IN LOIMA SUB-COUNTY, TURKANA COUNTY, KENYA for the period ending : 16/October/2020.</p>	
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Appendix VIII: County Commissioner's Letter



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telegraphic address "DISTRICTER" LODWAR

Telephone: LODWAR

Telex:

Fax:

E-mail:

COUNTY COMMISSIONER,
TURKANA COUNTY,
P.O BOX 1-30500,
LODWAR.

REF: TC.CONF.ED.12/1/VOL.III/ (1)

16TH OCTOBER, 2019.

DEPUTY COUNTY COMMISSIONER
LOIMA SUB COUNTY.

RE: RESEARCH AUTHORIZATION: EZEKIEL ICHOR

The above mentioned is a student from Mt. Kenya University. He is authorized to carry out research on "*Factors influencing access to primary Education among nomadic pastoralists in Loima Sub County, Turkana County, Kenya*". The research period ends in 16th October, 2020.

Any assistance accorded to him will be appreciated.

A.M.MATIVO
FOR: COUNTY COMMISSIONER
TURKANA COUNTY.



Copy to.

The Director of Education
TURKANA COUNTY

EZEKIEL ICHOR

Appendix IX: Director of Education Letter



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegram 'ELIMU' Lodwar
Telephone 'Lodwar' 054 21076
Fax/No: 054 21076

REF: TUR/CDE/ CONF/1/VOL.1/103


TURKANA CENTRAL SUB- COUNTY OFFICE,
P.O. BOX 16- 30500,
LODWAR.

DATE: 24/October/ 2019

**RE: RESEARCH AUTHORIZATION FOR MR EZEKIEL ICHOR /REF NO.
NACOSTI /P/19/2175**

This is to authorize the above named researcher of Mount Kenya University to carry out a research on "*Factors influencing access to Primary Education among Nomadic Pastoralists in Loima Sub County , Turkana County, Kenya.*" The research period ends on: 16th October, 2020.

All concerned parties in the study area requested to accord him necessary support during the research period.


COUNTY DIRECTOR OF EDUCATION,
TURKANA COUNTY
P. O. Box 16 - 30500,
LODWAR

MAGIRI P. M

COUNTY DIRECTOR OF EDUCATION.

TURKANA COUNTY

CC.

-The County Commissioner

Turkana County

-Director General

NACOSTI

FACTORS INFLUENCING ACCESS
TO PRIMARY EDUCATION
AMONG NOMADIC
PASTORALISTS IN LOIMA SUB-
COUNTY, TURKANA COUNTY,
KENYA

by Ezekiel Ichor



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Appendix XI: Turkana County Map

