



**AN INVESTIGATION OF THE EFFECT OF INSECURITY ON  
LEARNER CONTROL IN PUBLIC PRIMARY SCHOOLS  
IN WEST POKOT COUNTY, KENYA**

**Emmanuel Kaliakamur<sup>1i</sup>,**

**Ruth Thinguri<sup>2</sup>,**

**Mary Mugwe Chui<sup>2</sup>**

<sup>1</sup>School of Education,  
Mount Kenya University,  
P.O. Box 342-01000, Kenya  
<sup>2</sup>Dr., School of Education,  
Mount Kenya University,  
P.O. Box 342-01000, Kenya

**Abstract:**

There is a current worry on the increasing matters of insecurity among the animal keepers in Kenya which calls for a critical need to examine its outcome on educational managing. The aim of this investigation was to investigate the effect of insecurity on learner control in public primary schools in West Pokot County. The study looked into the objective on the influence of insecurity on learner control. The investigation employed mixed methodology and the concurrent triangulation design. The targeted populace was 1,161 comprising of 80 head teachers and 611 teachers, 4 Quality Assurance Officers, 465 BoM members and 1 County Director of Education. Stratified sample was utilized to select institutions from the 4 sub counties each giving 6 schools, from where 9 teachers per school were sampled indiscriminately and selected. The 24 head teachers were selected purposively. The total sample was 245 participants consisting of 216 primary school teachers, 24 head teachers, 2 QASOs, 2 BoM members and 1 County Director of Education which was 21.10 % of the target population. Teachers were randomly sampled while QASO officers and BoM members were intentionally sampled. Questionnaires with Likert scales were used for teachers and students. There were interview schedules for the County Education Officer, QASO officers, BoM members and a documents' analysis was developed. The investigation tools were conducted in 5 institutions in the county which were omitted from the final study sample. The researcher asked experts and the supervisors to scrutinize instruments for validity. For reliability, test retest method was used. A Pearson Correlation Coefficient of 0.800 was attained in the pilot. Concurrent triangulation was used to ensure credibility. A detailed interview was utilized to test dependability of

---

<sup>i</sup> Correspondence: email [kaliakamur@yahoo.com](mailto:kaliakamur@yahoo.com)

qualitative instruments. Quantitative data was analyzed in descriptive statistics and presented in tables, frequencies and percentages. Inferential statistics was used in quantitative data whereby Chi-square was done to establish the extent to which the study variables associated with each other. Qualitative data was presented through thematic analysis. Then there was mixing and interpretation of data. The study established that insecurity in the study county hampered learner control. It was recommended that the government put in place security measures to curb insecurity in the county and the local community leaders use peace talks. Further research was recommended on influence of insecurity in secondary schools and other institutions of higher learning.

**Keywords:** insecurity, learner control, security management, primary schools

## 1. Introduction

The section brings the background and context of problem being investigated, the aim of the research and research objective and question. It further presents the research significance, scope of the investigation, delimitations and limitations.

### 1.1 Background to the Study

Educational achievement is a significant measure of a nation's progress agenda. Consequently, the Universal Declaration of Human Rights (1948) the 26<sup>th</sup> Article says, *"Every person possesses privilege to education, which is supposed to be free and mandatory"*. Further, *"Entirely all eligible to all privileges without discrimination of any type for instance race, colour, sex, birth or any other status"*. This universal right safeguards all children against inaccessible education without any limiting factor. The limiting factors include insecurity which this study examined in the context of West Pokot County.

There is a noticeable mutual association between peaceful and secure environment and education achievement and consequently education management. Evidence from Europe (Reichel, 2014; Hall & Sullivan, 2006) show clearly that the absence of terror or insecurity that is characterized by wanton acts of violence along with related factors is usually a pre-condition generally accepted for the development of vigorous educational programmes in not only Europe, but in any nation of the world (Wahab, 2005; Reichel, 2014; So'nmez, 2008). Researchers (Hall & Sullivan, 2006; Goodrich, 2012) have equally shown that political instability and relations influence the access of education by children, infrastructural developments in schools among other issues.

Goodrich (2012) in a study in Scandinavian countries particularly France and Germany found out that, the negative images of fear and tension, coupled with a general feeling of disillusionment that are often projected due to insecurity and political instabilities are often difficult to dislodge even after the end of such insecurities. To this end, threat to lives, personal safety and properties of citizens and their possession

should override any other considerations and particularly when dealing with the educational aspirations of its children.

Crisp (2009) in a study in Canada argued that refugee movements occasioned by insecurity has become both a creator of conflict between people living across borders and a challenge to the host state security which consequently leads to a messy education management. In Kenya, this may also present a case with the number of refugees in border towns like in West Pokot County that borders Uganda to the East. Cases of insecurity have often been perceived to send a horrifying, albeit worrying signals to many nations (Wahab, 2005; Goodrich, 2012).

According to So'nmez (2008) in many African countries, particularly in Northern Africa states like Tunisia and Morocco, insecurity is understood to come out of violent eruptions based on political oppression and aggression exercised by religious, political and ethnic groups. This is in total agreement with Crisp (2009). This then puts the affected countries and states at a heightened risk of insecurity because of what can be defined as spillover influence which then affects schooling of its children.

Security issues are a matter of concern in the Kenyan education system especially given the fact that terrorists and criminals seem to be everywhere (Millerite, 2008). According to United Nations Development Program (UNDP) report (2006), while inter-state conflicts have reduced relatively in the recent past, an ever growing number of innocent civilians are still affected by armed conflict and its consequences. This means that not even school going children are safe and particularly the school head teachers who manage both the pupils and the schools within which learning process takes place.

In Kenya, insecurity affects educational management and delays school development. A closer investigation into highly developed schools like the ones in Nairobi, notably, Nairobi Primary and Olympic primary schools, to name but just a few, reveals that substantial school development does not just happen. It is a result of efficient infrastructural mobilization and consequent development, savvy and tactful staff motivation mainly done by the school head teachers and as Millette (2008) indicated that where there was no sign of attractive school development, student enrolment went down. The quality of administratorship is the one which differentiates success from failure of an institution (Millette, 2008). He goes on to say that research and inspection explain the degree to which the quality of administratorship is critical to development. In efficient primary schools, and schools which perform well in the national examinations and achieve their objectives, the head teachers and the BoMs are involved in motivating staff and pupils so as to achieve their highest potential. Moreover, Goodrich (2012) argued that insecurity seemed to affect all the constructs of educational management simultaneously and thus each construct cannot be divested from each other.

With the many mitigating security factors besetting infrastructural development, enrolment, procurement, parental mobilization and curriculum implementation, one aspect ranks high in the scheme of these things and that aspect is school or educational management. Herman *et al* (2008) here noted that such development was paramount for school development at the primary school level. He further asserted that without the

sustainable development of schools, the overall performance of the schools would be untenable.

The factor of emergency or crisis today presents a complex activity that has to do with community defense and security, school affairs, private/communal and information affairs, information structures management coupled with communication technologies, legal affairs, among a myriad of challenges (Goodrich, 2012; So'nmez, 2008). This different and often dissimilar set of activities needs managers; in fact school managers, to be particularly effective managers of programs tied to the ever present direct disaster activities (Essner, 2012). The efficient management of school programs basically requires a clear understanding of school management principles (Crisp, 2009). The overlap that exists between management theory and crisis like insecurity may be looked at within spectrums linked with disaster management, the necessity of values, integrity, diversity, and legislative and legal matters to management theory and emergency management bedeviling the school system and particularly its manager (Wahab, 2005).

Although many known cases of insecurity occurrences exist (especially government officials and border personnel), none clearly highlights the educational influence of insecurity on educational management. There are places (in Kenya) that suffer from educational insecurity and 84 percent consider this as showing a negative impact on educational areas. This, no doubt, brings down the educational image and produces education stakeholders' dissatisfaction according to Molina de Aragon (2010). Basically, studies that examine the educational sector affected by fierce political occurrences are in the opinion that insecurity and its risks threaten educational management to a greater threatening extent such imminent failure in education provision is witnessed (Page & Connell, 2008; Essner, 2012).

In West Pokot for instance, recurrent clashes, both intra and inter community, are commonplace mostly spun about controlling and accessing natural resources especially water and pastures. The insecurity in the area is characterized by livestock raids, historical rivalry and politically prompted clashes. Even more poignant is the intercommunity clashes which, to a great extent, is as a consequence of the land question.

In the education sector, media reports have reported insecurity instances in West Pokot County which caused schools to close down indefinitely. Schools like Moi Masol, Turkwel Gorge, Lokacar, Nanyapong, Natemeni and Chesegon mixed primary schools have been closed due to insecurity challenges often times due to insecurity issues in the county. In fact according to the County Education Officer Report (2015), many others learning institutions have often been at the brink of closure due to the violent actions originating from warring communities in forms of ethnic clashes among the people of West Pokot. The report further notes that there were more than a hundred nasty cases of cattle rustling and banditry in the region between 2014 and 2015, showing the significant level of insecurity in the area.

However, there are limited empirical findings on how insecurity significantly affects educational management in West Pokot County and this research hoped to fill

the gap and come up with meaningful suggestions as to the way forward. It is hoped that the suggestions given by the researcher are a big help to all the stake holders in education in West Pokot County and a change is being witnessed soon as a result.

## **2. Statement of the Problem**

A noteworthy number of educational management factors like learner participation issues, examinations, access, and discipline and syllabus coverage, for children living in pastoral areas seem to have drastically failed. Heightened insecurity, even the potential of it has been touted as a major cause. Such insecurity is said to have consequently caused the movement or migration of parents and guardians together with their children from one place to another thus creating a management nightmare for school managers such as the primary school head teachers. However, implementation of curriculum has been slow and irregular as occasioned by constant insecurity cases in the regions. The access to education has also suffered a big blow as a result to insecurities. In this regard, the status of security and how it affects educational management is not significantly investigated and this study wanted to help in this case. Schools in West Pokot County like Moi Masol, Turkwel Gorge, Lokacar, Nanyapong, Natemeni and Chesegon mixed primary schools were closed due to insecurity challenges. In 2016, almost 30 primary schools were still closed. In fact, just in the year, 2016, a scuffle between inhabitants of different tribes forced a delay in the disbursement of KCPE and KCSE examinations in the region. This is backed by the media and also the researcher's observations.

While security measures have been put in place with many police posts in the area, the presence of numerous violence in the region is testament enough that those measures have not worked. Basically, all security apparatuses in the region are helpless and powerless to do anything. What this insecurity presents is an educational management challenge which thus needs investigation as this study did so to bring about workable solutions.

Much of research studies have been done on conflicts and insecurity and its influence on pastoral community livelihoods but very insignificant studies on the status of security and its influence on educational management with regard to management of curriculum, access to basic education, examination, and discipline of pupils and teachers. This study thus aimed at identifying the educational management problems with regard to the above aspects.

This insecurity should not be witnessed in West Pokot since it is hampering the provision of education in the county. If this situation is not arrested as soon as it possible, there is going to be dismal failure of quality education provided to children in this area. Therefore, quick measures need to be taken speedily to save the youths of West Pokot from dangers that translate into dull future as they will not receive education for future development.



### **3. Purpose of the Study**

The purpose of this research was to investigate the effect of insecurity on learner control in public primary schools in West Pokot County, Kenya.

#### **3.1 Research Objective**

This study was guided by research objective as follows:

- To establish the effect of insecurity on learner control in public primary schools in West Pokot County.

#### **3.2 Research Question**

The research was guided by a question which was derived from the research objective as follows:

- How does insecurity affected learner control in public primary schools in West Pokot.

#### **3.3 Rationale of the Study**

Grounded on the evidence provided that insecurity seems to affect the facets of educational management, this study became necessary. The study added necessary and relevant information about insecurity and educational management both in the security literature and educational management studies. Clearly, there is need to establish the extent to which insecurity affects learner control because without this construct no meaningful schooling would take place. Basically, the study further had an effect to the research process as the data analysis procedures, the data gathering procedure and the study design used was beneficial to other researchers and academicians.

#### **3.4 Significance of the Study**

The investigation was valuable to the School Management Committees (SMCs) with data on how insecurity had affected educational management and gave recommendations on how to help schools overcome insecurity challenges. Secondly, the study findings helped school managers to develop valuable strategies that would improve their quality of management amid insecurity challenges. And further allowed them develop skills that would be helpful in curbing insecurity. Thirdly, the study benefited educational stakeholders like parents, the county education officers and the community with information that was valuable in the management of insecurity in schools.

Fourthly, the study was useful to school staff, both teachers and supporting staff, with insecurity mitigation measures that would help pupils attain proper access, syllabus coverage, discipline management and exam management for their overall achievement. Fifthly, the study was significant to the ministries of Education and Internal Security, on behalf of the government, with pointers for policy review and change to improve on security in schools. The TSC also benefited from the study with information that would help in staffing policy so that teachers are not unnecessarily put

on harm's way. It also helped them devise recruitment and placement strategies that would help in ensuring that effective teachers with experience in hard hit areas were placed where they were most effective. Finally, the study was useful to fellow academicians with literature that was relevant to their body of work. The study findings further were useful to add on to their empirical reviews. This means there was additional information available to all researchers in the field of security management in schools.

### **3.5 Scope of the Study**

The study's scope covered time, content, and geographical area as well as instruments aspect. The researcher began this study since the year 2013 to 2016 due to the magnitude of the problem and the fact that there was lack of lack of studies conducted on this topic so far in West Pokot and in the whole Republic of Kenya in general. The insecurity issue among primary schools in the county was an emerging problem. Whatever transpired throughout the 12 years would help forecast and improve educational management not only in West Pokot County, but also in all over the Republic of Kenya in the years yet to come.

The investigation emphasized on the influence of insecurity on educational management of public primary schools in the county of West Pokot. The research aimed at community primary schools in West Pokot. It considered how insecurity affected learners' participation, management of examinations and syllabus coverage, management of infrastructure in schools and discipline. The study was a concurrent triangulation method targeting teachers, pupils, head teachers and Boards of Management. Further, the instruments used were questionnaires for head teachers, and teachers. Interview schedules were for the County Director of Education, BoM members and the QASO officers. There was also a document analysis guide.

## **4. Literature Review**

This section began by an overview of insecurity literature as well as education management in schools as the independent and dependent variables correspondingly. The empirical literature was examined covering the study objective. Analysis of literature gave practical view regarding the issue of learner control, as the research objective.

### **4.1 Effect of Insecurity on Learner Control**

Today the connection in the middle education and skirmishes is presently decisively on the EFA plan (Tawil & Harley, 2014). Acquiring education is taken as a portion of the explanation of enduring poverty, for instance as far as ability and hardship, where chronically needy persons have less access to prolific resources and low capacity regarding wellbeing, training and societal capital according to CPRC (2004), Rose and Dyer (2008). It was related that the deterioration of the child admission experience in this country and other young nations with political flimsiness reflected armed clashes

(Berstecher & Carr-Slope, 1990). In this current study, the researcher was interested in establishing how insecurity negatively affected pupils' participation in primary schools in West Pokot County.

Numerous study reports (Giroux & Schmidt, 2004; Fullan, 1999 & Dalin *et al*, 2004) propose, violence with ammunitions has speeded the long haul decrease of animal keeping in the northern part of this country. In this way fortified battles compares with destitution in the North Eastern Province. Amid animal invasions numerous family herds reduce to the degree of material insignificance and apparently the armed attacks together with absence of option commercial chances, makes a state of poverty that cannot be reversed.

Crime as a component of insecurity may be described for example as "*an act conferred or discarded disregarding an act prohibiting or directing it*" and fierceness as "*an unfair or unjustified activity of force, generally with the complement of forcefulness, violence or wrath*" (Wahab, 2014). The two ideas should be deliberated following insecurity actions that are seen as criminality, for example, aggression, hostility, infringement etc. In different circumstances, violence actions such as universal conflicts, common conflicts, disturbances, uproars, political dissent and acts of terror are reflected by certain people as activities of criminality, others term them as celebrated demonstrations of battle for freedom (So'nmez, 2008).

A few authors like Essner, (2012) express that encounters with insecurity may add to the presence of mental issue, fundamental the people's dangerous perceptions which would relate with the physical and social vulnerability of the people referred to and also with their propensity to create certain levels of anxiety and strain which then affect tourist arrivals.

Albeit numerous recorded instances of large scale or institutional badgering and insecurity occurrences occur (government officers and border staff), none clearly highlights the actual influence of insecurity on education management in pastoral areas. Bowman (2006) gives an account of the determined harassing of female vacationers by Palestinian traders to upgrade their manliness among their companions and "to play out situations of retribution against foreigners who, in their eyes, oppressed them both economically and socially.

Researches that investigate the tourist industry influenced by brutal political episodes have conclusions that show terrorism debilitates educational management and access (Page & Connell, 2008; Essner, 2012). There is an influence between destinations, at whatever point violence - or the danger of it happening - gets to be apparent (Ryan, 2008). Risk perception is emphatically identified with the certainty of tourist keeping away from specific regions, for instance, those who are more mindful of the terrorist danger refrain from travelling (Oluwakoya & Ajayi, 2010).

Usually, investigators in the area of education management agree on the consideration on the relationship between lack of security, political unrest, extremism and education management (Adora, 2010; Essner, 2003; Page & Connell, 2006; Mwathe, 2011). Studies analyzing the association between insecurity or political uncertainty and education management are comprehensively divided into two types – non-numerical



and numerical. Soñmez (2008) had given an inclusive list of non-numerical studies (contextual investigations) investigated this association. However, quantifiable researches are rare in the literature looking at the influence of insecurity on education management as it has been precisely pinpointed by Llorca-Vivero (2008). This study hoped to add on to a quantitative construct analysis of the effect of insecurity on educational management.

Among the early endeavors to assess, the influence of insecurity on educational management was thought by Sandler Enders and Enders (1991). The investigation concentrated on Spain between 1970 and 1988. Utilizing Vector Auto-relapse (VAR) philosophy on monthly information on the number of overseas tourists touring Spain and the frequency of terrorism occurrences occurring, the author observed that insecurity influenced educational management yet not the opposite. The study further noted that insecurity had a lasting negative influence on the activities learners were engaged in in terms of participation in sports, curricular and extra-curricular activities. An additional investigation by Enders *et al* (1992) assessed the influence of universal insecurity on residential education management in nations like Austria, Italy and Greece for the time of 1974 to 1988. In their study they realized that insecurity had created a gap in terms of the participation of learners and they measured such participation by considering the aspects of enrolment, activities engaged in whether academic through symposia and co-curricular through sports and others activities.

Enders *et al* (1992) discovered terrorist acts not just decreased learner participation in the targeted nations additionally influenced the neighboring nations negatively. Drakos and Kutan (2013) demonstrated that insecurity negatively influence learner participation in nations like Greece, Turkey and Israel and for the time of 1991–2000. The influence of insecurity on education management in developed in nation was additionally inspected by Yaya (2008). For the time between 1985 and 2006, the researcher established that the influence of insecurity on education management is harmful yet the size of decrease of foreign visitor influx is less. In addition, the period of the influence is seen to be in a year. It likewise demonstrates that insecurity has brought about loss of six million foreign visitors in the period of 9 years and the economic expense of insecurity on education management business exceeded seven hundred million US dollars in 2006.

In addition to the utilization of uni-variate and multi-variate time series models to enlighten the association amongst insecurity and learner participation, Ordinary Least Squares (OLSs) technique has additionally been used to describe this association. Dhariwal (2014) utilizing yearly data of global tourists between 1966 and 2000, affirmed the presence of noteworthy undesirable influence of insecurity on education management. The author has established that in a disturbance year development of visitor arrives and growth real learner participation receipts diminish by about six and eight per cent respectively as a result of the aggravations when contrasted with a non-aggravation year.

Besides, development in real learner participation declines by about nine percent in a run of the typical aggravation year contrasted with a run of the typical non-

aggravation influence year. A study done in India by Bhattacharya and Basu (2010) found out a one-way connection amongst occurrences of terror assaults and foreign tourist arrivals. The restricted causality keeps running from horror incidences to tourist arriving. Foreign tourist Arrivals in India start to decrease in the second month after the event of the occasion till the fifth month after the terror assault. They then begin ascending from the 6<sup>th</sup> month forwards. After the seventh month, education management returns back to its initial level.

Apart from time series models, researchers have likewise utilized different techniques, for example, cross-sectional gravity equations, market demand-supply models and general equilibrium models relying upon the circumstance and accessibility of data, to investigate the above-said association. Llorca-Vivero (2008) utilizing cross-sectional gravity equations for education management over the duration of 2001–2003, demonstrated that residential incidents and global occasions influence tourist influxes destructively. The influence of local events is less when compared with a global event. They too found that cost of terrorist assaults in young nation's case of tourist streams is more extreme than established nations.

On the other hand, as indicated by Kalesar (2010) the education management division in the Middle East nations did not endure not surprisingly considering the causes and extent of the emergency. Truth being told, the intra-local education management blasted in the post-2001 more than ever, the same number of individuals from nations of the Middle East changed their customary travel behaviors inspired by a paranoid fear of backfires and Islam fear and chose to stay within the region for excursions. This specific portion of the education management business sector has been characterized as 'Islamic education management', Arab education management" or the Arab Middle East education management riddle' in the current literature on education management.

Additionally, Hazbun (2013) thinks that whereas there is a broad idea that education management economies are by and large venerable against political instability, education management designs in the Middle East may require an unobtrusive modification of our comprehension of how the way that affiliation works out. As indicated by Hazbun (2006) in the 1970s and 1980s, an "incident" (with respect to assaults/political from terrorists instability) any place in the area could possess a considerable negative influence on education management receipts crosswise over a significant part of the Middle East and North Africa as Western tourist reevaluated their touring arrangements. He additionally brought up that in the after September 11 era; however, such a wide neighborhood influence is moderated by other aspects.

This research examined how pupils were given the opportunity to participate in learning for instance by attending schools. It was the prime purpose of the researcher to establish the obstacles that primary schools faced in involving their pupils in participative learning. Education that was not child centered was not going to be meaningful and fruitful to the leaners.

## 5. Research Methodology and Design

This research employed mixed methodology which is a mixture of both quantitative and qualitative approaches (Creswell, 2004). According to Kothari (2005) in quantitative technique, the specialist asks particular inquiries, gathers quantifiable information from a large number of participants; breaks down these numbers utilizing insights; and behaviors the request in a fair and target way. Quantitative information was gathered utilizing surveys. This is because insecurity influences have both qualitative and quantitative components. Quantitative facts were collected in numeral form derived from the close ended responses in the questionnaires while qualitative were the non-numeral information gotten from the questions and the answers from the dialogue schedule.

### 5.1 Research Design

The study applied concurrent triangulation method which involves a mix of numerical and words analyses in order to gain a whole image of the explanation of events and happenings in a bid to understand the causes and effects of a phenomenon. Since this study was about explaining the influence of insecurity on educational management and since it sought to study the cause (insecurity) and effect (educational management); this research design becomes appropriate because as Kothari (2004) mentioned, concurrent triangulation method is concerned with a causal link that ties quantitative and qualitative analyses to get a broader and deeper scope of the problem.

### 5.2 Location of the Study

This investigation took place in the county of West Pokot. It has estimated population of 123,345 people covering an area of 253.8 km<sup>2</sup> (KNBS, 2009). The area is predominantly Arid and Semi-Arid land. It has many schools and the main economic activity is cattle keeping. The study was done in this location because of the numerous insecurity occurrences that were witnessed in the county. Many schools, notably, Turkwell Gorge, Lokachar, Nanyapong, Natamei, Chesegon and Moi Masol primary schools had been closed down due to insecurity (County Education Officer Report, 2015).

### 5.3 Target Population

The population targeted comprised of 80 primary schools in West Pokot County, 611 teachers and 80 school heads including the County Director of Education.

**Table 1:** Target population

West Pokot County	No. of Schools	Number of Teachers	Number of head teachers	QASO	BOM
Pokot North	23	185	23	1	138
Pokot South	22	152	22	1	122
Pokot Central	21	145	21	1	119
West Pokot	14	129	14	1	86
<b>Totals</b>	<b>80</b>	<b>611</b>	<b>80</b>	<b>4</b>	<b>465</b>

**Source:** County Education Office, 2017

## 5.2 Sample Size and Sampling Procedures

Stratified sample techniques were utilized by the researcher to choose institutions. This was based on Central Limit Theory where applicable which says that, for every sample size,  $N \geq 30$ , sample scattering of means is nearly the usual distribution regardless of the original populace. This was trailed by determination of schools in every zone (stratum) by utilization of basic random sampling technique methods and Stratified sampling. As per Orodho (2005), the exploration population to be concentrated on ought to be thirty per cent of the research. Hence, thirty per cent of 80 institutions in this investigation equals to 24 learning institutions.

Random selection was utilized to choose 9 teachers from each institution for this selection since this helped to avoid the feeling of bias amongst the respondents and a sample size of teachers was 216 which are approximately 30%. The nine teachers per school had five male teachers selected due to their superior numbers and 4 female teachers selected too. Selection of 24 school heads and County Director of Education was done by purposive sampling as they gave critical facts pertinent for the qualitative characteristics of the research. The total sample was 245 participants consisting of 216 primary school teachers, 24 head teachers, 2 QASOs, 2 BoM members and 1 County Director of Education. Table 2 shows the sampling grid.

**Table 2: Sampling grid**

West Pokot County	No. of Schools	Sample	Number of Teachers	Teacher Sample	Number of head teachers	Sample of heads	QASO	BOM	CDE
Pokot North	23	7	185	63	23	7	1	1	
Pokot South	22	6	152	54	22	6	1	1	
Pokot Central	21	6	145	54	21	6	1	1	
West Pokot	14	5	129	45	14	5	1	1	
<b>Totals</b>	<b>80</b>	<b>24</b>	<b>611</b>	<b>216</b>	<b>80</b>	<b>24</b>	<b>2</b>	<b>2</b>	<b>1</b>

Source: The Researcher, 2017

## 5.3 Data Collection Instruments

The research included and utilized numerous qualitative and quantitative information gathering techniques to include the components in both sorts (Kimchi *et al*, 1991; Zayton, 2004). Quantitative data was assembled using questionnaires as qualitative was collected through interview schedule. Following are the distinctive tools used in the investigation.

There was a questionnaire for the Head Teachers in the study area. The survey likewise utilized Likert scale with inquiries regarding section A with questions on demographic data like gender, age and experience, section B had questions on objective one on effect of insecurity on learner participation (six items), section C had questions on objective two on effect of insecurity on syllabus coverage (five items); section D had questions on objective three on effect of insecurity on management of examinations (six items), section E had questions on objective four on effect of insecurity on management of discipline (six items) and section F had questions on objective five on effect of insecurity on management of infrastructure (six items).

There was a questionnaire for primary school teachers. The questionnaires collected the essential quantitative facts helpful to the research. This was controlled to educators and head teachers. The survey likewise utilized Likert scale with inquiries regarding section A with questions on demographic data like gender, age and experience, section B had questions on objective one on effect of insecurity on learner participation (six items), section C had questions on objective two on effect of insecurity on syllabus coverage (five items); section D had questions on objective three on effect of insecurity on management of examinations (six items), section E had questions on objective four on effect of insecurity on management of discipline (six items) and section F had questions on objective five on effect of insecurity on management of infrastructure (six items). The tool is found in the appendices at the end of the thesis.

Interview schedule was a qualitative instrument utilized as a part of the research process which gave non-numerical data discoveries. Dialogue was for the education officer in the county. Dialogues are imperative to accumulate top to bottom reactions from the participants who were pertinent for the investigation. This officer was helpful since he provided master guidance on the matter of comprehensive instruction.

The study scrutinized documents relevant to the study objectives. This included the syllabus coverage plans of schools, the examination timetables and the infrastructure inventories and building schedules and plans of schools. All these documents were scrutinized to give detailed examination of the study.

The piloting of instruments used questionnaires given to the selected participants prior to undertaking the actual data collection. A test retest method was used and Pearson correlation. The participants were incorporated amongst the real data gathering.

#### **5.4 Data Collection Procedures**

The researcher obtained Ethics and Review clearance from Mount Kenya University He then got an introducing letter written by School of Post Graduate Studies of the University to empower him acquire a study permit from NACOSTI prior to going for data collection. Subsequent to procuring the license, the investigator additionally looked for authorization from the West Pokot Count Education Officer to empower him to study the sampled institutions. The investigator looked for authorization from chosen institutions and was permitted to do the study. Tools were distributed to sampled participants using a drop and pick later method with the respondent being given four days maximum to answer the questions (Kerlinger, 1986). The interview schedule was done by the researcher within the four days within which the questionnaires were responded to.

#### **5.5 Data Analysis Procedures**

In view of the information measurement tools, numerical and non-numerical data systematic approaches were used; descriptive breakdown in the form of frequencies, percentages and tables were utilized in data analysis for quantitative data derived from the insecurity, learner participation, syllabus coverage, management of examinations,



discipline and infrastructure management variables and were presented in tables. Inferential breakdown of data was used reflecting on Pearson for instruments' piloting and Chi-square analyses were utilized to form different methods that prove the connection between variables, and for this investigation incorporate insecurity and educational management issues.

The PC package of SPSS version 21 was utilized to help in the investigation. At that point facts from surveys were displayed in tables in Chi-square. Non-numerical facts from the interview schedule also to measure responses on insecurity, learner participation, syllabus coverage, management of examinations, discipline and infrastructure management were analyzed using thematic analysis and presented in narrative format. Both descriptive and inferential analyses were used to test for relationship at 95% significance between the independent variables and the dependent variable. Prediction by the independent variables (Learner participation, syllabus coverage, management of examinations, discipline and infrastructure management) was ascertained (Kothari, 2004).

## **6. Research Findings and Discussions**

This section provides the study outcomes on the effect of insecurity on learner control in public primary schools in West Pokot County. The chapter begins with the questionnaire return frequency followed by the demographic data of the participants. Data on the five study objectives is examined at this point. The analysis utilized descriptive and inferential statistics as well as thematic analysis of data collected from the field by the investigator. The chapter concludes in the discussions of the findings.

### **6.1 Effect of Insecurity on Learner Control in Public Primary Schools**

This research examined the influence of insecurity on learner control in public primary schools in West Pokot County. Three stages of analysis were engaged namely: descriptive, inferential and thematic; and then there was mixing and interpreting of the collected data from the field.

#### **6.1.2 Descriptive Statistics Analysis**

In this analysis, the researcher used tables, frequencies and percentages and analyzed the data according to the study objectives as it is shown below.

#### **6.1.3 Influence of Insecurity on Learner Control in Public Primary Schools**

Under the descriptive statistics, frequencies and percentages were established from variables based on five-point Likert scale seeking to examine influence of insecurity on learners' participation in public primary schools among primary school head teachers. The head teachers filled section B of their questionnaire which generated responses which were analyzed by the researcher consequently. Table 7 provides the statistical analysis with reference to the variables.

**Table 7:** Head teachers' responses on learner control

Items	SA 5	A 4	U 3	D 2	SD 1
As a school manager, insecurity has increased	F 12 50 %	F 7 29 %	F 1 4 %	F 4 17 %	F 0 0 %
As a school manager insecurity has disabled access and participation to education along the borders	F 3 12.5 %	F 13 54.2 %	F 3 12.5 %	F 4 16.6 %	F 1 4.2 %
Insecurity has negatively affected learners participation in sports activities	F 6 25 %	F 9 37.5 %	F 3 12.5 %	F 5 20.8 %	F 1 4.2 %
Schools unrest has been a big determinant to insecurity which affects learners participation in terms of curricular activities like symposia	F 11 45.8 %	F 10 41.7 %	F 2 8.3 %	F 1 4.2 %	F 0 0 %
Insecurity has introduced learner truancy	F 8 33.3	F 7 29.2 %	F 6 25 %	F 2 8.3 %	F 1 4.2 %

**Source:** The researcher, 2017

From the table above, it is seen that insecurity was on the increase in primary schools in the study county as a total of 19 (79 %) of the participants indicated agreement and strongly agreement. Only 4 (17 %) of the head teachers were in disagreement. It is clear that insecurity had disabled access and participation to education along the borders as a majority of 16 (66.7 %) of the participants was in agreement. There were ethnic clashes along the Pokot neighbours fighting for pastures and water for their animals. Another minority of 6 (25 %) were undecided while a minority of 5 (20.8 %) totally disagreed. Insecurity also had negatively affected learners' participation in sports and other activities as it was agreed by a majority of 15 (62.5 %) of the head teachers. A minority of 3 (12.5 %) remained neutral while 6 (25 %) were in disagreement. When children do not participate in games, hidden talents cannot be revealed. Pupils can only participate in school activities if they are present in the schools. Insecurity had affected attendance in schools.

Schools' unrest has been a big determinant to insecurity which affected learners' contribution in terms of curricular activities like symposia as it was indicated by a majority of 21 (87.5 %) of the participants as 2 (8.3 %) remained silent. Only an insignificant figure of 1 (4.2 %) disagreed with this statement. It was established that insecurity had hosted pupil absence. This was indicated by a majority of 15 (62.5 %) of the head teachers in the study sample. However, a quarter of the participants remained silent as only a minority of 3 (12.5 %) disagreed with the statement.

From the descriptive statistics shown above, it was clear that there was a negative influence of insecurity on the pupils' participation in the study county of West Pokot. The head teachers who filled part B of the questionnaire indicated danger as far as children's educational activities were concerned. There was consequent increase of insecurity affecting even the school attendance hence crippling the entire school system in West Pokot.

These findings were in agreement with the findings of So'nmez (2008) who established that violent actions like conflicts and wars which caused insecurity among the people caused a drawback in participating in activities such as education. Therefore, there would be no meaningful pupil participation in education in the primary schools

due to fear of uncertainty. This was the case in West Pokot County when children were found to have low school participation due to lack of security.

#### 6.1.4 Teachers' Responses on Influence of Insecurity

On the same objective, the primary school teachers filled part B of their questionnaire. The results were displayed in table 8.

**Table 8:** Teachers' responses on learner control

Items	SA 5	A 4	U 3	D 2	SD 1
Insecurity is high which has affected the enrolment rate of students	F 91 43.8 %	F 70 33.7 %	F 7 3.4 %	F 24 11.5 %	F 16 7.6 %
Insecurity has disabled access and participation to education along the borders	F 84 40.4 %	F 51 24.5 %	F 12 5.8 %	F 22 10.5 %	F 39 18.8 %
Insecurity has negatively affected learners participation in sports activities	F 108 51.9 %	F 71 34.2 %	F 08 3.8 %	F 15 7.2 %	F 6 2.9 %
Schools unrest has been a big determinant to insecurity which affects learners participation in terms of curricular activities like symposia	F 64 30.8 %	F 88 42.3 %	F 20 9.6 %	F 24 11.5 %	F 12 5.8 %
Insecurity has affected attendance of learners through truancy	F 102 49 %	F 63 30.3 %	F 16 7.7 %	F 19 9.2 %	F 08 3.8 %

**Source:** The researcher, 2017

From the table above, insecurity was high which had affected the enrolment rate of the pupils in West Pokot County primary schools. This was authenticated by 161 (77.5 %) of the primary school teachers who responded in the questionnaire. Only 7 (3.4 %) remained silent as another minority of 40 (19.1 %) was in disagreement. Insecurity had incapacitated access and partaking to education alongside the borders as 134 (64.9 %) of the teachers agreed unanimously. Only 12 (5.8 %) were neutral and a small minority of 61 (29.3 %) disagreed with the statement. Insecurity had, unfortunately, negatively affected pupils' input in athletics and other activities. This was agreed by a majority of 179 (86.1 %) of the school teachers. Only 7 (3.8 %) were silent on the matter. Some 21 (10.1 %) were in total disagreement with the statement.

It was established that schools' unrest had been a big factor to insecurity which affected learners' participation in terms of co-curricular activities like symposia in primary schools in West Pokot County. This was ascertained by a majority 152 (73.1 %) of the primary school teachers who participated in the study. An insignificant percentage of 19 (9.6 %) was recorded in the research as 36 (17.3 %) could not agree with the rest of the teachers. Interestingly, the issue of insecurity in primary schools in West Pokot County had affected presence of pupils through absence from schools often times than not. The teachers recorded a majority of 165 (79.3 %) in the questionnaire responses during the research. Only a small minority of 16 (7.7 %) could not declare their view as remained neutral. There was a slight disagreement as only 27 (13 %) of the teachers indicated.

Like the head teachers, the primary school teachers in West Pokot County were in agreement that there was a negative influence as far as insecurity was concerned on

the active participation of the learners. The issue of insecurity catapulted redundancy in school activities including but not limited to athletics and learning. Other co-curricular activities suffered equally. Therefore, what could be termed as pupils' acquiring knowledge, skills and positive attitudes could not possible.

These findings coincided with the findings of the study done by Wahab (2014) who stated that actions of criminality were components of insecurity. These, for instance would include cattle rustling in West Pokot. Therefore, children were not expected to fully participate in schools due to insecurity issues as it was witnessed in West Pokot primary schools.

### 6.1.5 Inferential Statistics on Influence of Insecurity on Learner Control in Public Primary Schools

The investigator performed Chi-square test to observe the association amongst the variables and tested if the projected proportions met the genuineness of the experiment. This means the researcher linked the observed data to what was projected to be seen under usual situations. The judgment was based on either; it was due to chance or due to significant association. The assessments were done in all the five objectives of the study using information from the head teachers in the study county.

Responses from the school administrators were captured on five Likert levels namely: strongly agree, agree; undecided, disagree and strongly disagree. The occurrences for the five levels were keyed in chi-square in SPSS and the test outcomes were presented in table 9.

**Table 9:** Chi-square test on learners' participation

<b>Test Statistics</b>				
	<b>Strongly agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Strongly disagree</b>
Chi-Square	.000 <sup>a</sup>	.600 <sup>b</sup>	.600 <sup>b</sup>	.200 <sup>c</sup>
df	4	3	3	1
<b>Asymp. Sig.</b>	<b>1.000</b>	<b>.896</b>	<b>.896</b>	<b>.655</b>

a. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

b. 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.3.

c. 2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.5.

**Source: The Researcher, 2017**

The chi-square test was adjudicated on the reason that if  $q$  values were greater than  $\alpha$  value ( $q > \alpha$ ), then it was satisfactory that the relations were not by chance but what would have been expected under usual circumstances. In this case, the asymptotic values recorded 1.000, .896, .896 and .655 as it is seen on the table above. The value of  $\alpha$  is generally .05. All the  $q$  values obtained in this test were larger than .05 in all the cases signifying that the observations for the variables were not different from what would have been observed under usual circumstances. Therefore, the researcher resolved that the association between the variables was not accidental but was what one would have anticipated under normal circumstances. This indicated that the responses from the

primary school head teachers in West Pokot in this objective were reliable and trustworthy enough to be dependable.

The chi-square outcomes indicated that the responses given by the head teachers were genuine it was evident that the influence of insecurity on pupils' participation negatively existed. The views in this inferential statistics are what any observe would have seen and they met the expectations of the objective. This means generally that the observations were believable.

The outcomes here were in agreement with what was established by Dakos and Kutan (2013) that terrorists' actions reduced pupils' participation in the learning institutions in countries like Greece, Turkey, and Israel. This means in Kenya, the insecurity situation in West Pokot which took form of ethnic clashes and animal stealing among other terrorist activities caused low school participation among the children in the county.

## **6.2 Thematic Analysis on Influence of Insecurity on Learner Control in Public Primary Schools**

The thematic analysis took two dimensions: first the researcher looked at the findings from the document analysis and secondly, there were results from the interview schedules for the County Director of Education, two BoM members and two QASO officers. Both dimensions were addressing the insecurity on learners' participation in public primary schools in West Pokot County as per the first objective of the study.

### **6.2.1 Research Findings from Document Analysis**

To find out information on the influence of insecurity on learner control in the study county, the researcher examined the admission books, the school log books and class registers. It was established that due to insecurity, the enrollment of pupils was not constant from the admission books. This means that the pupils enrolled in schools and after some months or years, they left the institutions. This was explained that it was due to insecurity such that children left school to be trained on cattle rustling and banditry along their borders. Looking at the class registers, there was constant absenteeism explaining why truancy was inevitable. There was irregular attendance of school for instance children would attend classes twice in a week or even once in a week. This was explained during the attacks by the enemies, smaller children were advised not to go to school for fear of being attacked on their way by bandits who mainly looked for animals to steal. From the school log books, activities such as athletics were affected especially when good children in athletics were not in school and even the sports days were not possible when issues of insecurity were reported. Head teachers indicated in the log books that during certain days, the school attendance was affected by bandits who attacked the villagers in pursuit for animals or revenging an attack.

These findings from the document analysis were in line with Hazbun (2013) who maintained that education management design in the Middle East required modification due to political instability which affected the economies of the countries in that part of the world. Political instability brought about insecurity in the Middle East



just as it was in the case of West Pokot. This caused failure of pupils' participation in education this county due to insecurity witnessed in ethnic skirmishes.

From the interviews conducted among the County Director of Education, two BoM members and two QASO officers, it was evident that influence of insecurity on the learners' participation was negatively affecting management of schools in West Pokot. This was echoed by the CDE1 who lamented, *"You do not expect children to stay in school when there is this nomadic culture of people here who move their animals along with their children in search for pasture."* The CDE1 continued to say, *"Insecurity in this county has hampered education in this county for example when you look at the dropout rate, it is sad that it has been escalating for example boys either taken into banditry or to look after animals as the girls opt early marriage in exchange for dowry"* (Male Education Officer aged 50 years). On this same objective, the CDE1 continued to lament, *"Some schools tend to be deserted due to insecurity issues such that we feel they are not economical to run and often times we suggest closure and transfer teachers to viable schools where they can be utilized fully instead of wasting them."* The story goes on, *"We can say that pupils do not participate fully in primary schools here and they cannot live their future dreams of becoming what they want to become in the future"* (Male Education Officer aged 50 years). It was sad to note that many West Pokot school children lost interest in school as early as class three due to poor participation. The CDE1 confirmed this, *"If children are not part of active learning, they will soon lose interest in the schooling process and drop out of the schools. We have evidence whereby children have dropped out of school in standard three and opted to look after cattle, some joining cattle rustling business"* (Male Education Officer aged 50 years). Education has lost meaning among children in West Pokot as the community engaged in ethnic battles seeking better grazing area with water. This insecurity propelled pupils to find no meaning in education as CDE1 put it, *"As ethnic clashes get pronounced, you find many pupils do not see any advantage in learning since often times than not, they are attacked even on their way to schools"* (Male Education Officer aged 50 years).

Same sentiments were echoed by the BoM members interviewed. One was a male and the other was a female. BOM1 observed, *"When people start fighting here, children do not go to school. We lose many animals which are our hope for income and so how can children attend schools without paying levies?"* (Male BOM member aged 45 years). BOM2 was quick to respond, *"Whenever there is war here, women and children suffer most as the men fight to protect them. Children do not go to school during this time when people are fighting"* (Female BOM member aged 40 years). It was established that border schools suffered most whenever insecurity struck as BOM1 observed, *"The schools bordering our neighbours are at risk of even being closed during ethnic clashes; no parent can dare let his child travel to school at the time of war"* (Male BOM member aged 45 years). The BoM members, who were also parents in these schools, observed that their children were like they were being forced to go to school against their will and interest as BOM1 put it, *"You look at the children when they are preparing to go to school and you can say that they are being forced to do it. There is a problem in the schools that they do not create interest for children to be there. I think there is low participation in school activities and this is why they have no interest. When you suggest to them that they look after the animals, they respond well and they prefer that to*

schooling” (Male BOM member aged 45 years). BOM2 added, *“Teachers must make our children love school by all means. They should at any case long to be in schools rather than being in grazing fields”* (Female BOM member aged 40 years).

The QASO officers were in agreement with the BoM members when QASO1 said, *“We have challenges in running schools here due to perennial insecurity issues that we experience here due to animal stealing and ethnic banditry”* (Male QASO Officer aged 45 years). It was found out that many enrollments in many schools keep fluctuating due to security issues as QASO2 observed, *“School enrollment is a challenge here since it keeps changing from time to time. The dropout rate is high and the transition rate is very poor”* (Female QASO Officer aged 40 years). The issue of school attendance was raised during the interview as QASO1 said, *“Class attendance is very irregular among our children; today you find a child is in school, tomorrow you find they are not in school. We associate this to security issues among others”* (Male QASO Officer aged 45 years). Children love what they do if they are actively involved as QASO2 agreed, *“I think active participation is important since pupils are always happy if they get involved in school activities. In our case here, pupils have low motivation to attend school and this is the work of teachers and stake holders to encourage them”* (Female QASO Officer aged 40 years).

From these interviews, it was clear that there was bad influence of insecurity on the learner control in school in West Pokot County as BOM1 concluded, *“Where insecurity issues are pronounced, children run into safety instead of going to schools where they were no longer safe. We have lost useful time through clashes here and there and we can say that we are at a loss”* (Male QASO Officer aged 50 years).

These interviews were in agreement with the study of Essener (2012) who established that matters of insecurity might cause mental issues such that hazardous perceptions could be witnessed. This caused negative attitude towards children such that they found it impossible to participate in schools for instance by showing low enrollments and attendance. This was the case in West Pokot whereby data showed that there was low participation among the pupils in the primary schools.

### **6.2.2 Mixing and Interpreting Data on Influence of Insecurity on Learner Control in Public Primary Schools**

The researcher mixed and interpreted data from descriptive, inferential and thematic on the first objective on the influence of insecurity on learners’ participation in schools. From the descriptive statistics, in most of the schools it was seen that insecurity was on the increase as a total of 19 (79 %) of the head teachers showed agreement and strongly agreement. From the primary school teachers, it was seen that insecurity was high which had hampered the enrolment rate of the pupils in West Pokot County primary schools. This was indicated by 161 (77.5 %) of the primary school teachers who replied in the survey. There was no doubt that both the head teachers and teachers were in agreement that insecurity crippled school activities in West Pokot and hence resulting to low child control in schools.

The document analyzed by the researcher indicated that there was a big problem as far as insecurity was concerned making it impossible to sustain schools in the study county. This was echoed by the County Director of Education, BoM members and the QASO officers, who all agreed that the county was affected by insecurity and education was dwarfed by this issue. There was no way smooth learning could have been achieved if schools were not safe and secure. Thus, the data analyzed for the first objective showed clearly that there was need to secure primary schools in the study county to enable meaningful education for the children of West Pokot.

Even when the data was mixed and interpreted it caught the attention of Tawil and Harley (2014) who upheld that according to Education for All (EFA), education could be negatively affected by scuffles such as political instability in any country of the world. This could cause problems in school attendance, hence resulting into low enrollment in schools therefore making it difficult for pupils' control in education. West Pokot was not going to be an exceptional in this case. Politicians have been accuses of inciting the pastoralist communities in this county hence fuelling the insecurity situation among the residents hence affecting the schools therein.

## **7. Summary, Conclusions and Recommendations**

This fifth chapter provides summary, conclusions and recommendations on the study on investigation of the influence of insecurity on educational management in public primary schools in West Pokot County. It offers the summary of key observations, conclusions and recommendations based on the findings during the research process.

### **7.1 Summary of Research Findings**

The researcher summarized the outcomes findings according to the study objectives, handling each objective individually in the subsequent sub headings.

### **7.2 Effect of Insecurity on Learner Control in Primary Schools**

From the questionnaire of the head teachers and teachers, it was recognized that insecurity caused drawback in the pupils' participation in primary schools in West Pokot County. The documents analyzed and interviews conducted by the researcher proved the same outcome. There was therefore need to enable children's participation by having the county and central governments provide enough security to schools for better participation. There could have been no significant education if the pupils were not fully engaged in the process of learning with active participation. Education had to be learner centered rather than otherwise.

### **7.3 Recommendations for Practice**

Based on the study outcomes, the researcher suggested that:

- There is need to improve security in schools so that the learners' participation can be achieved. The Kenya government should design modalities to ensure that pupils were participating fully in school activities. It is also suggested that the

BoMs and PTAs as well as the non-teaching staff be sensitized on this matter such that there will be active learning in the schools

#### 7.4 Recommendations for Further Research

The researcher recommended that the following further areas of study be undertaken:

- An examination of the challenges facing teachers in implementing learners' active participation in primary schools in West Pokot County

#### References

1. Adan, M. Evans D., & Adjun, B. (2008): Concept of Peace Committees - A snapshot of Analysis of the Concept of Peace Committees in Relation to Peace Building Initiatives in Kenya, Practical Action International.
2. Brownell, M. & Pajares, F. (2009). Teacher efficacy and perceived success in mainstreaming students with learning and behavior problems. *Teacher Education and Special Education*, 22, 154-164
3. Buckland, P. (2005). *Reshaping the future: Education and post-conflict reconstruction*. Washington: World Bank.
4. Buchanan-Smith, M. & Lind, J. (2005). Armed Violence and poverty in Northern Kenya: A case study for the armed violence and Poverty initiatives. The Centre for International Cooperation and Security Department for Peace Studies in Collaboration with DFID. University of Bradford. UK.
5. Bush, K. and Saltarelli, D. (2000). The two faces of Education in Ethnic Conflict: Towards a Peace -Building Approach to Education. UNICEF Innocenti Center
6. Christie, K. (1998). Introduction: The problem with ethnicity and tribal politics. In Christie K. (ed.) *Ethnic conflict, tribal politics: A global perspective*. London: Curzon Press. Great Britain
7. Corbert, D. (2009). School resources and student outcomes: An overview of the literature and new evidence from North and South Carolina. *Journal of Economic Perspectives*, 10, 31-40.
8. Creswell, J. (2004). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Prentice Hall.
9. Crisp, K. (2009). *Introduction: The problem with ethnicity and tribal politics*. In Christie K. (ed.) *Ethnic conflict, tribal politics: A global perspective*. London: Curzon Press. Great Britain
10. Cutter, S. (2011). *American Hazardscapes: The Regionalization of Hazards and Disasters*. Joseph Henry Press.
11. Emeka, E. (1999). Climate Change, Population Drift and Violent Conflict over Land Resources in North Eastern Nigeria. Social Development Department, Nigerian Institute of Social and Economic Research (NISER), Ibadan, Nigeria

12. Essner, J. (2012) Terrorism's impact on Education; What the Institutions may learn from Egypt's struggle with al-Gama'a al -Islamiya. *Security and Development*(6) 88
13. Goodrich, J. (2012) September 11 2001 attack on America: A record of immediate impacts and reactions in the USA. *23*(6);573-80.
14. Hall, H. & Sullivan G. (2006). *Industrial and General Administration*. Paris: Dunod. Freemont E. Kast and James E. Rosenzweig. (1985). *Management: Systems and Contingency Approach*. New York: McGraw Hill.
15. Haskell, D. (2008). Building bridges between Science and Special Education. *Electronic Journal of Science Education.*, 4(3).
16. KESSP, (2012). *Report on the Monitoring of schools Broadcast through World Space in Primary Schools*. Nairobi: KESSP
17. Kipkorir B. and Welbourn F.B. 1973. *The Marakwet of Kenya: A Preliminary Study*. Nairobi: E.A.L. Bureau.
18. Konza, C. (2009). Factors influencing the academic achievement of the Turkish urban poor. *International Journal of Educational Development*, 29, 17–29.
19. Kothari, S. (2004) *Research Methodology and Techniques (4<sup>th</sup> Ed)*. New Delhi- India. Wannick Publications,
20. Koutrouba, W. Akinfolarin, C. & Alimi, O. (2006). Correlate of Resource Utilization and Students' Learning Outcome in Colleges of Education in South West Nigeria. *International Education Studies* Vol. 4, No. 3, 18-20.
21. Kentli, F. (2009). "Comparison of Hidden Curriculum Theories". *European Journal of Educational Studies*
22. Kenya Human Rights Commission [KHRC]. 1998. *Killing the Vote: State Sponsored Violence and Flawed Elections in Kenya*. Nairobi: KHRC Report.
23. Mileti, D. (2009). *Disasters by Design: A Reassessment of Natural Hazards in the United States*. Joseph Henry Press.
24. Mintzberg, H. (1973). *The Nature of Managerial Work*. Prentice-Hall, New York.
25. Ministry of Education Science and Technology; Republic of Kenya: *Education Sector Support Programme 2005- 2010: Delivering Quality Education and Training For all Kenya: 2005*
26. Mugenda, O. & Mugenda, A. (2008). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi, Kenya: [Acton Press](#)
27. Mukhopadhyay, S. (2009). Factors influencing the practice of inclusive education in Botswana primary school (Unpublished doctoral dissertation). University of Botswana.
28. Mukopadhyay, K. M. Bear, G. Deemer, S. & Griffin, S. (2009). Teachers' experiences with inclusive classrooms: Implications for special education reform. *The Journal of Special Education*, 30,152-186.
29. Mwathe, J. (2011). The current crisis in Sudan and how it has affected the Education of its Children. <http://www.ezinearticles.com/?experts>.



30. Nyukuri, B. (1997). The Impact of Past and Potential Ethnic Conflicts on Kenyan's Stability and Development. A Paper prepared for the USAID Conference on Conflict Resolution in the Great Horn of Africa, June 1997.
31. Nyukuri, B. (1992). "Ethnicity and the Politics of National Integration in Kenya". A Paper presented on 22nd October at Kisumu.
32. Orodho, A. (2005). *Elements of Education Social and Science Research Method*. Nairobi: Masola Publishers.
33. Osamba, J. (2000) The Sociology of Insecurity: Cattle Rustling and Banditry in Northwestern Kenya. *African Journal on Conflict Resolution*, 1, 2.
34. Reichel, D. (2014). Building bridges between Science and Special Education. *Electronic Journal of Science Education*., 4(3).
35. Richardson, N. (2003). *Education Research: An introduction*. New York Longman Publishers.
36. Roberts, H. and Robert G. (2010). When systems fail. *Organizational Dynamics*. 29:179-191.
37. Siegel, J. (2008). *Regular education teachers' attitudes toward their mainstreamed students*. Paper presented at the annual Convention of the Council for Exceptional Children, Baltimore, MD.
38. Singal, N. (2009). Mapping the field of inclusive education: A review of Indian literature. *International Journal of Inclusive Education*, 9, 331-350.
39. So'nmez, S. (2008). Education, terrorism and political instability. *Annals of Education research*.25,2,pp416-56
40. Stoler, R. (2007). Perceptions of regular teachers towards inclusion of all handicapped
41. Tawil, S. and Harley, A. (2004). "Education, Conflict and Social Cohesion. UNESCO International Bureau of Education. Geneva.
42. UNESCO (2010), *Out-Of-School Children: New Data Reveal Persistent Challenges*. Uis Fact Sheet, June 2011, No. 12
43. UNICEF (1994) *Basic Education in Eastern Africa*. Report on a seminar, Nairobi
44. Wahab, S. (2005). Terrorism; A challenge to Education. In B. Sahlberg, L. Nyberg, C. Almer (eds.) *First global research on security and risk on education*. Report 1995;2 (pp84-108) Mid-Swedish University. Ostergund; Department of Education Studies.
45. Westwood, E. & Graham, K. (2008). The attitudes and behaviors of the teachers towards the students they perceived as unsuccessful. *Journal of Turkish Educational Sciences*, 5(1), 135-154.
46. Wills, S. & Jackson B. (2000). *Evolutionary Demographic Transition Theory: Comparative Causes of Prehistoric, Historic and Modern Demographic Transitions*. Ph.D. Thesis, University of Florida.
47. Wishart, E. & Manning, J. A. (2007). Efficiency and equity in schools around the world. *Economics of Education Review*, 22, 481-502.
48. World Bank (2004) '*Natural Disasters: Eluding Nature's Wrath*' (mimeo). World Bank, Washington, D.C.

Emmanuel Kaliakamur, Ruth Thinguri, Mary Mugwe Chui  
AN INVESTIGATION OF THE EFFECT OF INSECURITY ON LEARNER CONTROL  
IN PUBLIC PRIMARY SCHOOLS IN WEST POKOT COUNTY, KENYA

---

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).