EFFECT OF INSECURITY ON EDUCATIONAL DELIVERY IN PUBLIC SCHOOLS

Amos Otieno Wanjara[1], Paul Okeyo Ogembo[2]
[1*] Kaimosi Friends University, Kenya
[2] School of Education, Kenya

Article Info

ABSTRACT

Insecurity is a concern in the North Eastern (N.E.) and North Rift (N.R.) parts of Kenya. The study aimed to assess the effects of insecurity on educational delivery in public schools in these regions. The objectives were to establish the causes and nature of insecurity, the effects of insecurity on attendance, and the way forward to insecurity on educational delivery in these regions. The study utilized a meta-analytic approach, according to Ferrer (1998). Results indicate that livestock rustling and terrorist attacks from Al-Shabaab are major causes of insecurity. The recent mass exodus of teachers from the Northeast region has challenged education delivery. Insecurity has led to low student attendance and school closures. The findings have implications for national governments, such as the Ministry of Interior and county governments, who must devise sustainable and robust security logistics to foster peaceful coexistence. This would not only enhance the delivery of education effectively but also streamline other transactions that are common in every society.

Corresponding Author:

Amos Otieno Wanjara,
Kaimosi Friends University, Kenya
Email: awanjara78@gmail.com

1. INTRODUCTION

The study's goal was to evaluate the effects of insecurity on educational delivery in public schools in Kenya's North Rift and North Eastern Regions. The study aimed to identify the root causes of insecurity in the North Eastern and North Rift regions of Kenya, analyze its impact on school attendance, and devise strategies to combat this issue. The study is presented in the following order: introduction, materials and methods, results and discussions, urgency and novelty, and conclusions.

The North Rift and North Eastern regions of Kenya are plagued by real and persistent insecurity (Wanjara & Ogembo, 2023). Generally, pastoralist zones like Samburu County experience high levels of insecurity due to cattle rustling, which has resulted in over 3000 people being displaced and over 200 people, including opinion leaders, being killed by bandits on February 25, 2024. The scenario complicates the situation, sending fear into teachers and pupils, thereby affecting educational delivery and school attendance. Certain counties of Northern Kenya, including Isiolo, Samburu,

West Pokot, Turkana, Madera, Wajir, and Garissa, are hostile places when it comes to matters of human security. Armed banditry continues to incite hostility in northern Kenya, as evidenced by recent media reports. For instance, on Sunday, 24th March, suspected Al-Shabaab militants killed two police reservists on Tiw Island of Lamu, seriously injured another, and took away their rifles. Similarly, on Monday, 25th March, an improvised explosive device on a hotel in Mandera claimed the lives of three security officers, seriously injured 11 others and flattened the hotel. On Monday, the 25th, bandits attacked and killed two people in the Baringo areas of Chemelingot-Marigat, which are part of the Baringo North Banditry hotspot. Local newspapers and radio broadcasts have reported all these cases to media houses. Daily Nation News Papers covered the incidents on the 25th, 26th, and 26th of March, 2024, respectively. Persistent threats and insecurity of such magnitude negatively impact educational delivery in the hostile northern Kenya, as human beings thrive best in an environment free from threats (Odwar, 2020; Siedenburg, 2021). Religious leaders are becoming more vigilant in their passionate appeal for the NCIC in collaboration with religious leaders to sit down and discuss a way forward towards peaceful resolution and coexistence amongst communities in Kenya's security-volatile Norther Frontier. The Citizen News Broadcast reported this on the 27th March 2024 at 1.00 p.m.

Insecurity is indeed a serious issue in Kenya's North Rift and N.E. regions, and as previously pointed out, the main causes of this monster are livestock rustling and terrorism (Shanguhyia, 2021), particularly those associated with the Somali militant group Alshabaab. Cases. There have been reports of fatalities linked to cattle rustling in Northern Kenya, and in 2021, there were numerous reports of cattle rustling in the same region. Kenya reported 240 cattle rustling-associated fatalities in 2022, cattle rustling in Kenya resulted in two hundred and seventy-nine reported fatalities, including the deaths of 32 police officers in caRegarding terrorism, there have been numerous reports of terrorist attacks on civilians, security personnel, and educational institutions, resulting in either serious injuries or fatalities for the victims. Kenya. In 2022, cattle rustling in Kenya resulted in two hundred and seventy-nine reported fatalities, including the deaths of 32 police officers in cattle rustling-prone northern KenyThere have been reports of terrorist attacks on buses heading to Nairobi from Northern Kenya. There have been reports of improvised explosive devices (IEDs) striking the vehicles of security officers and assaults on police stations in Northeastern Kenya, particularly in Madera, resulting in either severe injuries or deaths. The suspected Al-Shabaab militant attacks from Somalia complicate the security situation in the Northeastern region, which has already been largely insecure due to banditry attacks.

This situation is further exacerbated by the remoteness of the geographically vast and environmentally challenged region of Kenya. l 2nd, 2014, Al-Shabaab militants stormed into Garissa University College and killed 148 students and 2 Recce Squad/anti-terrorist security officers in a single day. Reports have been made of terrorist attacks on Nairobi-bound buses from Northern Kenya. Cases of security officers's vehicles being hit by improvised explosive devices (IED) and/or attacks on police stations in Northeastern Kenya in places such as Madera have been reported with either

serious injuries or fatalities. So, this scenario of suspected Al-Shabaab militant attacks from Somalia complicates the security situation in the Northeastern region which has also largely been insecure due to banditry attacks (Babatunde et al., 2021; Besenyő & Sinkó, 2024), which easily enhanced by the remoteness of the spatially vast region of Kenya that is also environmentally challenged. This has serious ramifications for educational delivery in the region (Burns, 2010; Ingiriis, 2020).

Kaliakumur et al. (2019) investigated the influence of insecurity on the management of syllabus coverage in public primary schools in West Pokot County, Kenya, using mixed methods and concurrent triangulation design with a population of 1,161, out of which there were 80 head teachers, 611 assistant teachers, 2 quality assurance officers, 2 Board of Management members, and 1 County Director of Education. The study employed the chi square test to determine the degree of correlation between the variables. The study found that rampant insecurity in the region hampered the coverage of the syllabus. The findings have implications for the Ministry of Interior, which is working in collaboration with the county governments to provide measures towards sustainable security.

Muriithi (2015) on the influence of environmental factors on pupils' participation in education in public primary schools in Oldonyo Sabuk, Kenya, used a survey design and targeted 70 assistant teachers and 53145 pupils from public primary schools. 14 head teachers, 70 assistant teachers, and 315 pupils participated in the study. Questionnaires were used to collect data. The study determined that cultural elements like early marriages, female genital mutilation, cattle rustling, and the associated insecurity, along with the lengthy walks most students must take to and from school, had a detrimental impact on school attendance. Kipkorir (2014) conducted a study on the impact of cattle rustling on primary school participation in Makutani Division, Marigat Sub-County, Kenya, using a survey design that involved administering questionnaires to gather data. The study included 22 primary schools, 22 head teachers, PTAs, and area chiefs. The study established high levels of insecurity in the region occasioned by cattle rustling that negatively affects school attendance and learner enrollment in schools. Parents/guardians' injuries from banditry attacks and/or learner injuries and/or deaths affect schools' attendance and consequently learner performance and their frequent schools' attendance interruptions by insecurity engineered by cattle rustling. The findings suggest that the Ministry of Interior should implement security measures to enable learners to attend school and foster peaceful coexistence among the communities in the Marigat area.

Van den Broek (2011), in his study on conflict motives in Kenya's North Rift Region, employs literary criticisms and appreciation to address the subject matter. Specifically, he focuses on the region's volatility, which stems from cattle rustling among the Samburu, Pokot, Borane, and Rendile communities, a phenomenon that has resulted in numerous casualties. The development agenda among the pastoralists has been hindered by this hostile scenario, exacerbating the already existing environmental hostility.

The study's purpose was to assess the effects of insecurity on educational delivery in public schools in Kenya's North Rift and Northeastern Regions.

2. METHOD

The research methodology employed meta-analysis, which utilized data from multiple independent studies, each using different tools and approaches but addressing the same theme, to identify overall trends. The main reason for using the meta-analysis technique is to help in combining the results of a few different reports addressing a single common theme to create a more precise estimate of an effect (Ferrer, 1998; Ferrer et al., 2015; Delgado-Rodríguez & Sillero-Arenas, 2018). Some of the methods used by various researchers whose work was analyzed include descriptive survey design; descriptive statistics and Heckman probit model; mixed method approach; Heckman sample selective model; focus group discussions; participatory and epidemiological methods; consensus model; qualitative and quantitative approaches; and literature review design.
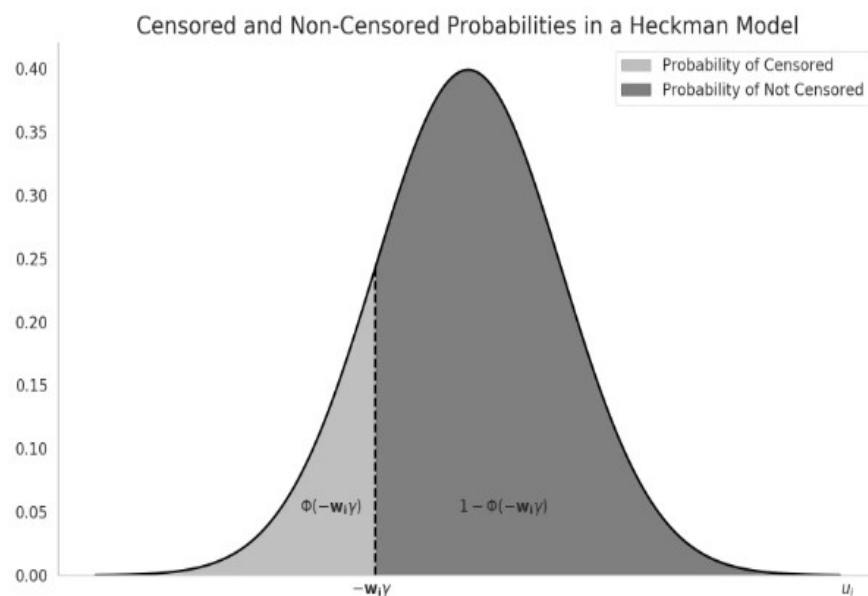
Figure 1. Showing Censored and Non-Censored Probabilities in a Heckman Model

3. RESULTS AND DISCUSSION

The results and discussions are presented according to the study objectives:

On establishing the effects of insecurity on school attendance

Lolchuraki (2013) conducted a study on the effects of cattle rustling on academic performance in Samburu East public secondary schools. We conducted the study in two specific schools in Samburu East, Kenya: Uaso and Wamba secondary schools. The respondents provided the following responses to cattle rustling: 58% reported low

school attendance due to insecurity; 199% reported parental negligence; 38% reported that cattle rustling leads to school closures and delayed openings; and 30% reported teachers' absences due to insecurity. Bandits could potentially attack displaced students who are forced to walk long distances to school. Cattle rustling, a common cause of insecurity in the region, significantly contributes to the inadequate syllabus coverage in schools. Furthermore, Galgallo (2014) investigated factors influencing pupil retention in public primary schools in drought-prone North Horr District, Marsabit County. The study determined that the availability of food, or the lack thereof, in the drought-stricken North Horr District impacted students' retention in school. This, combined with the challenge of walking long distances to school in the midst of hunger, led to a significant number of school dropouts. Lack of basic food could lead to early marriages and prostitution, among other consequences. The high poverty level amongst the communities here, caused by the environmentally very dry area, has made many pupils vulnerably drop out of school. The low level amongst the communities here occasioned by the environmentally very dry area has made many pupils vulnerably drop out of school.

Kibera (2013) found that all factors influenced the provision of education for pastoralist children in mobile primary schools in Marsabit North District. Ayiro & Sang (2016) discussed the implications of the study findings for key stakeholders in education, emphasizing the need to implement appropriate motivational measures to address learners' challenges with school attendance and low academic achievements. Wachira (2015), The study established that there was reduced learner enrollment, poor completion rates among learners in the schools, high dropout rates, frequent class repetition among learners, decreased learners' school attendance, and high waste rates. The findings have implications for both the devolved and national governments, urging them to firmly use available mechanisms to adequately address the issue of insecurity. This is because security is a fundamental right, as outlined in the 2010 Kenya Constitution's Bill of Rights.

Orodho et al. (2013), The study established that yes, home-based variables such as early marriage pastoralism, female genital mutilation, insecurity generated by cattle rustling, and border conflicts affect learner attendance at school. The marginalization of these communities in infrastructure and general development initiatives exacerbates the situation. All of these factors have negatively impacted EFA's achievements among pastoralists in Kenya. Kipkorir (2014), The study found that the region experiences severe insecurity due to frequent school closures caused by heavily armed bandits. Even in certain instances, learners, teachers, parents, and guardians have been injured and/or died from banditry attacks, and frequent school interruptions due to the prevailing insecurity are like a daily bread in the region. The findings provide valuable insights for the state department of internal security, defense, and county security agencies, as well as opinion leaders, religious leaders, and community stakeholders who collaborate to promote sustainable peaceful coexistence and eradicate cattle rustling.

Jacob et al. (2021) found that insecurity caused disruptions to school administration, the academic calendar, internal exams, brain drain, and a reduction in educational

funding. Insecurity had a significant impact on education in Northern Nigeria. Boko Haram's attacks and kidnappings resulted in widespread fear and mistrust among the populace, even leading to their displacement. Lolchuraki (2013), the study established that there was a significant relationship between insecurity due to cattle rustling and the provision of quality education in secondary schools in Samburu East Sub-County, Kenya. Ahmed (2018) found that insecurity in Somalia paralyzed the delivery of education in secondary schools. Furthermore, Odey (2019), findings In Cross River State, Nigeria, significant negative relationships existed between insecurity and the government's provision of education services.

Abubakar et al. (2022), The study established that non-charlatan attendees of the schools towards security, porous schools and incompetent unskilled guards, an incomprehensive security policy, a lack of awareness and manpower, and the school as a soft spot all allow insecurity to thrive in the region. That the insecurity in the region has led to fear and displacement of people, destruction of schools' infrastructure, and abduction of students and/or even teachers by terrorist groups like the Boko Haram have not only interrupted learning and school attendance but even schools' closure. Gichuhi (2021), The study determined that the primary school education supply and demand dynamics in Northern Kenya serve as the primary barriers to participation in education. Certain cultural values appear to contribute to the relatively low demand for basic education in Northern Kenya. In the northern region of Kenya, a significant number of school-age individuals remain unenrolled. The funding has implications for the multi-agency security teams established by the State Department of Internal Security and Defense, which work in collaboration with the county security team, opinion leaders, and religious leaders. Additionally, the funding does not overlook the important role played by traditional inter-community peace advocates in the region.

Kaliakumur et al. (2018) The study's findings indicate that insecurity in the region, which is largely characterized by cattle rustling, has hampered syllabus coverage among primary schools in West Pokot. Multi-agency teams, including the state Department of Internal Security, Defense, and County Security Agency, as well as community opinion leaders and religious leadership, should consider the implications of these findings when devising strategies for peace and security, which are crucial for the provision of educational and other social services. Waithaka (2015), Various socio-cultural and environmental factors typically impede progress in areas such as education and health. Insecurity poses a significant challenge to the pastoralists of Northern Kenya. The findings have implications for state defense and interior ministries to restore order and peace.

Mkutu (2005), The research looked at real-life examples of how weak government, being left out by colonialists, and worries about worrying trends caused by the easy availability of weapons have led to more broad daylight livestock raids by pastoralists in northern Kenya. The fact that pastoralists now have access to powerful rifles like the AK-47 and M-16 exacerbates these raids. In banditry-prone areas, the behavior creates serious insecurity, resulting in low educational delivery and school attendance. Furthermore, Schilling et al. (2012) says banditry is prevalent in the Pokot area and has

negative impacts on secondary education in terms of attendance, enrollment, completion rates, and dropout rates. Deaths and/or injuries inflicted upon breadwinners, who could be either relatives, parents, or guardians of the students, affect their school attendance and also give them psychological torture.

On the way forward on the monster on insecurity in N.E and N.R Kenya

Mutie (2022), The research revealed that human insecurity has played a significant role in the high school dropout rate, low school attendance, and the area's underdevelopment. The findings have implications for the Ministry of Interior and the Ministry of Defense, as they should focus on developing sustainable security programs that can restore order and security, thereby fostering peaceful intercommunity coexistence and increased school attendance. Anyango et al. (2017), The study found that the rampant conflicts, primarily caused by cattle rustling among the pastoral communities occupying the region, have paralyzed development efforts and caused educational delivery to lag behind other regions of Kenya. These results mean that both the county and national governments need to be more alert about reducing insecurity in the region. By teaching pastoral communities about other ways to make money and peaceful living, they can do this. They should also look for ways to improve the region's transportation systems so that it is easier for people to get to and grow. This will enhance the theory and practice of implementing education in the region, thereby elevating the status of society's members.

Jerono (2021) found that ethnic conflicts contribute to insecurity in the area, which in turn negatively impacts students' academic performance due to their chronic absenteeism. Kiprop-Marakis et al. (2019), The study found that the violent ethnic clashes in the region caused teachers to live in fear, which hindered their ability to implement the curriculum effectively, thereby negatively impacting educational delivery. A study by Likoko & Wepuhkulu (2023) established that the perceived security threat plays a significant role in the turnover of non-local teachers.

Implications/Novelty of the Study

The study demonstrates that the State Department of Internal Security, the Department of Defense, and county government security agencies should collaborate to ensure the safety of residents in these hazardous regions. This is to meet the constitutional needs of the residents' right to safety and to promote peaceful coexistence among the communities residing in the geospatial location, which has historically been associated with instability and insecurity. Researchers have never conducted a study of this magnitude, but the insecurity in these regions not only jeopardizes meaningful investment but also poses significant socio-economic challenges, causing them to lag behind other peaceful regions in Kenya. Many civil servants have fled the region, including teachers, because human beings usually work committedly in secure environments where they can readily harmoniously coexist with the surrounding communities and/or do meaningful service delivery and investment.

4. CONCLUSION

The insecurity that characterizes the North Rift and the Northeastern Regions of Kenya has not only threatened peaceful coexistence among the ethnic communities that live in the area. The major cause of hostilities in these largely Ari and Semi-Arid Lands (ASALs) is cattle rustling and given that the area is generally dry and added to the fact that most dwellers here are pastoralists, the problem of pasture and water for the animals is also a bone of conflict given their high demand and scarcity, and sometimes intercommunity. The most worrisome aspect of this situation is the security threat from terrorism. Furthermore, the recent mass exodus of teachers from the Northeast region has challenged education delivery, especially public school. Insecurity has led to low student attendance and school closures. The findings have implications for national governments, such as the Ministry of Interior and county governments, who must devise sustainable and robust security logistics to foster peaceful coexistence. This would not only enhance the delivery of education effectively but also streamline other transactions that are common in every society.

Overall, the Kenyan central government has marginalized the region in its development planning, particularly in terms of transport infrastructure, due to socio-economic challenges. This makes the area largely remote, providing simple access for terror cells such as Al-Shabaab, whose headquarters are in neighboring Somalia, to operate. This is exacerbated by their frequent ambushes and attacks on travelers, police stations, and non-local workers in the region, which they use as targets for their terrorist attacks. They frequently ambush and attack travelers, police stations, and/or non-local workers in the region as targets for terrorist attacks.

REFERENCES

Abubakar, F. L., Otakey, H. A., Umar, S. A., Fulani, S. M., & Isah, A. (2022). The impact of insecurity on secondary schools in Northern Nigeria. *Arts and Social Science Research*, *12*(2), 19-19.

Ahmed, M. F. (2018). *Insecurity and education service delivery in secondary schools in Mogadishu, Somalia* (Doctoral dissertation, Kampala International University. College of Education, Open, Distance and E-Learning).

Anyango, D. Y., Muhingi, W. N., Okuku, M. T., Mutavi, T., & Mwalw, S. (2017). Socio-Economic Effects of Cattle-Rustling in Borabu Sub-County, Nyamira County, Kenya. *IOSR Journal of Humanities and Social Sciences*, *22*(10), 70-90.

Ayiro, L. P., & Sang, J. K. (2016). Provision of Education to the" Hard to Reach" amidst Discontinuity in Nomadic Communities in Kenya. In *FIRE: Forum for International Research in Education* (Vol. 3, No. 3, pp. 32-45). Lehigh University Library and Technology Services. 8A East Packer Avenue, Fairchild Martindale Library Room 514, Bethlehem, PA 18015.

Babatunde, A. O., Adedimeji, M. A., Raji, S., Maweu, J. M., & Githigaro, J. M. (2021). *Managing violent religious extremism in fragile states: Building institutional capacity in Nigeria and Kenya*. Routledge.

Besenyő, J., & Sinkó, G. (2024). Terrorist Organizations' Activities Against Crucial Installations: Al-Shabaab's Attacks on Critical Infrastructure in Kenya. In *Terrorism and Counter-Terrorism in Modern Sub-Saharan Africa* (pp. 169-193). Cham: Springer

Nature Switzerland.

Burns, A. (2010). Feeling the pinch: Kenya, Al-Shabaab, and East Africa's refugee crisis. *Refuge*, *27*, 5.

Delgado-Rodríguez, M., & Sillero-Arenas, M. J. M. I. (2018). Systematic review and meta-analysis. *Medicina Intensiva (English Edition)*, *42*(7), 444-453.

Ferrer, M., Kinét, J. P., & Kaplan, A. P. (1998). Comparative studies of functional and binding assays for IgG anti-FcϵRIα (α-subunit) in chronic urticaria. *Journal of allergy and clinical immunology*, *101*(5), 672-676.

Ferrer, R. A., Grenen, E. G., & Taber, J. M. (2015). Effectiveness of internet-based affect induction procedures: A systematic review and meta-analysis. *Emotion*, *15*(6), 752.

Galgallo, B. G. (2014). Factors influencing retention of pupils in public primary schools in drought prone zones of north–Horr district, Marsabit county, Kenya.

Gichuhi, L. (2021). Review of Social Economic Factors and Status of Primary Education in the Northern Region of Kenya. *African Journal of Education, Science and Technology*, *6*(3), 323-336.

Ingiriis, M. H. (2020). Profiting from the failed state of Somalia: the violent political marketplace and insecurity in contemporary Mogadishu. *Journal of Contemporary African Studies*, *38*(3), 437-458.

Jacob, O. N., Ndubuisi, A. G., & Constance, O. E. U. (2021). Effects of insecurity on school administration in Nigeria. *MIDDLE EUR. SCI. BULL.*, *13*, 93-98.

Jereno, K. (2021). *Effect of Ethnic Conflicts on Management Of Secondary Schools In Conflict-Prone Regions: A Case Of The Lowland Areas Of Baringo County, Kenya* (Doctoral dissertation, University of Eldoret).

Kaliakamur, E. L., Thinguri, R., & Mugwe, M. (2019). Influence of Insecurity Dynamics on the Management of Examinations in Public Primary Schools in West Pokot County, Kenya. *African Journal of Education and Practice*, *4*(3), 49-60.

Kibera, M. W. (2013). *Factors influencing provision of education for pastoralists children in mobile primary schools in Marsabit North District, Kenya* (Doctoral dissertation, University of Nairobi).

Kipkorir, H. S. (2014). *Influence of cattle rustling on pupils' participation in primary education in Makutani division of Marigat district, Baringo county, Kenya* (Doctoral dissertation, University of Nairobi).

Kiprop-Marakis, J., Kipkoech, L., & Ahmed, F. (2019). Effect of ethnic conflicts on teachers instructional performance in public secondary schools in lower areas of Baringo County, Kenya.

Likoko, S., & Wepuhkulu, R. (2023). Public Schools in Northern Kenya: Perceived Security and Teacher Turnover. *European Journal of Theoretical and Applied Sciences*, *1*(4), 867-874.

Lolchuraki, S. J. (2013). *Influence of cattle rustling on provision of quality education in public secondary schools in Samburu East District, Samburu County, Kenya* (Doctoral dissertation).

Mkutu, K. A. (2005). *Pastoralist conflict, governance and small arms in North Rift, North East Africa* (Doctoral dissertation, University of Bradford).

Muriithi, E. (2015). *Influence of envrinmental factors on pupils' participation in education in public primary schools in Oldonyiro sub county, Kenya* (Doctoral dissertation, University of Naitobi).

Mutie, B. M. (2022). *Contribution of human insecurity to under development in Garissa County, Kenya* (Doctoral dissertation, Africa Nazarene University).

Odey, C. (2019). Insecurity and government provision of educational services in Cross River State, Nigeria. *International Journal of Contemporary Social Science Education*

(IJCSSE) Vol, *2*(1).

Odwar, F. N. A. (2020). *Conflict influenced by geography: analysis of Kenya's geographical position to explain the Somali and North-Eastern Kenya's unrest* (Master's thesis, Bursa Uludag University (Turkey)).

Orodho, J. A., Waweru, P. N., Getange, K. N., & Miriti, J. M. (2013). Progress towards attainment of Education for All (EFA) among nomadic pastoralists: Do home-based variables make a difference in Kenya. *Research on Humanities and social sciences*, *3*(21), 54-67.

Schilling, J., Opiyo, F. E., & Scheffran, J. (2012). Raiding pastoral livelihoods: motives and effects of violent conflict in north-western Kenya. *Pastoralism: Research, Policy and Practice*, *2*, 1-16.

Shanguhyia, M. S. (2021). Insecure borderlands, marginalization, and local perceptions of the state in Turkana, Kenya, circa 1920–2014. *Journal of Eastern African Studies*, *15*(1), 85-107.

Siedenburg, J. (2021). Perils facing Kenyan pastoralists, livelihood innovations and wider impacts: learning from project experience. *Development Studies Research*, *8*(1), 218-235.

Van den Broeck, J. (2011). Conflict motives in Kenya's North Rift Region.

Wachira, P. N. (2015). *Influence of ethnic conflict on pupils' participation in education in public upper primary schools in Tigania East Division, Meru County, Kenya* (Doctoral dissertation, University of Nairobi).

Waithaka, M. G. (2015). *Analysis of household food insecurity and the implication of measurement error, Mandera county, kenya* (Doctoral dissertation, Doctoral dissertation, Kenyatta).

Wanjara, A. O., & Ogembo, P. O. (2023). Impact of Climate Change on Health and Livelihoods of Pastoral Communities in Kenya: A Case of Northeastern Region. *Indonesian Journal of Social and Environmental Issues (IJSEI)*, *4*(3), 299-315.