



Low-Cost Boarding Facilities Provision and Academic Performance of Students among Pastoralist Communities: A Study of Pokot Central Sub County, Kenya

Nelly Andiema

Department of Curriculum and Instruction

University of Eldoret

Email: nellyandiema@gmail.com

Abstract: *conflicts in pastoral areas have affected students' learning resulting in high drop out rates and poor academic performance of in examinations. The research sought to investigate how provision of low-cost boarding facilities affected students' performance in Pokot Central Sub County. The study adopted a cross-sectional research design. The researcher targeted public secondary schools in Pokot Central Sub County. In the schools the researcher targeted principals, teachers and Form III students. The study used purposive sampling technique in selecting principals and simple random sampling technique in selecting form III students. The sample size represented 30% of the target population. Questionnaires and interview schedule were used as data collection instruments. The data was analysed using both quantitative and qualitative methods. The research results showed that boarding facilities had improved academic performance of students in that it provided a safe environment for learning and it increased students' concentration in studies. Boarding facilities provide access to education for learners from poor backgrounds and those from disaster / insecurity prone areas. Low-cost boarding facilities exposed learners to experiences beyond their local communities, thereby fostering unity, cohesion and integration. Low-cost boarding schools provided access to education for students who could not be retained in schools as a result of their parents moving from one place to another (pastoralism) and those from far areas. Therefore, the incidents of dropouts, truancy, early marriages, or accidents / attacks along the way significantly reduced. The study recommends that the government should provide security to schools in order to protect students, teachers and school property.*

Keywords: *Low cost, Boarding schools, Performance, Pastoralist, Insecurity*

How to cite this work (APA):

Andiema, N. (2025). Low-Cost Boarding Facilities Provision and Academic Performance of Students Among Pastoralist Communities: A Study of Pokot Central Sub County, Kenya. *Journal of Research Innovation and Implications in Education*, 9(4), 544 – 551. <https://doi.org/10.59765/xsv63r>.

1. Introduction

The ultimate goal of a school is to impart knowledge and skills that enable learners to achieve strong academic performance, which reflects how well they meet educational objectives. Buchel et al. (2021) noted that those who perform effectively achieve their objectives and conform to established standards. For this to be

possible, the principal as the coordinator of the learning environment, does demonstrate a commitment to student performance and together with other staff form learning teams (Park et al., 2019). However, this cannot be achieved by the school management, teachers and students alone and it is for this reason that leaders across the world continuously explore ways of managing students as well as improving school performance.

Students' safety in schools is a critical ingredient for academic achievement (Sprague & Walker, 2021). In Pokot Central, incidences of insecurity, particularly cattle theft due to conflict over grazing land has been on the rise. Pastoralism is under threat from violence owing to competition over water pans and vegetation and to the extent that communities concerned have armed themselves with arms to defend their animals (Marete, 2018). This is because of the high value placed on livestock, bringing the entire community system to depend on access to water and pasture land for survival. It is for this reason that any defense mechanism available is used which has included small arms that lately have flooded the pastoral regions encouraging cattle raiding and rustling. Most public secondary schools in the Sub County are basically day schools with one or two boarding schools. Based on community activity most students after school, on weekdays or even during the weekends do participate in various economic activities like grazing and farming. Therefore, school attendance and performance have been affected as students, especially in situations (students) take up the role of warriors to defend or participate in conflict. The girls on the other hand look after the raided cattle at the same time as they are married off early to those who are wealthy (owning many cattle) hence people are forced to engage in raids to obtain more cattle to pay the bride prize. When this occurs, villagers are also forced to move to safer areas. As a result, schools are left without students or teachers and eventually they are closed or destroyed during the fights and in turn disrupt learning. Owing to this kind of experience, government and schools have come up with a programme of providing low-cost boarding schools. The aim is to retain students in schools and improve academic performance. No adequate research has been undertaken to determine how provision of low-cost boarding schools affected academic performance of students enrolled in public secondary schools in Pokot Central Sub County, which is the focus of this paper.

2. Literature Review

The Dakar Framework for Action calls on the world community to find appropriate strategies for educating underserved groups and those children who live under difficult circumstances (Winthrop & Matsui, 2013). To achieve this EFA goal, one approach that countries might consider is the use of boarding schools. Boarding schools, also referred to as residential schools or feeder hostels, are educational institutions with dormitory facilities where students may live or board during the school year. The dormitories have sleeping, lavatory, eating, study and recreational areas (Tusiime, 2019). There is often accommodation for teaching and support staff. Schools can be integrated or segregated. They can be open to students in a specified area, or for those with unique qualifications and characteristics. Dormitory facilities may be separated by sex, age, or even familial relationship when families send more than one child.

Dormitories most often are located on the school campus (Berman, & Daneback, 2022).

Mobile schooling is a key initiative that enables children, especially girls access to educational opportunities among the nomadic communities (Ayiro & Sang, 2016). Each mobile school consists of a teacher who is part of the pastoral community and travels with a cluster of families to water-points or one grazing area to another where families gather for the purpose of getting water and pasture for their animals (Marty, 2024). The mobile school initiative aims at making education accessible to children who would otherwise find it difficult to access it. According to UNICEF (2024) report, children of remote and rural - usually minority - populations in Nepal, China and Viet Nam, as well as nomadic children in Mongolia and Central Asia, have benefited from education in boarding schools. Some boarding schools, such as those for the Khmer in Viet Nam, have been initiated by leaders of ethnic minorities to enhance their children's educational foundation through schools that both strengthen ties with the majority culture and maintain their own. These global experiences illustrate how boarding facilities can enhance access to education for nomadic children, a challenge similarly observed in Kenya's pastoralist regions. Some countries in Central Asia, during their socialist years, were able to achieve near universal basic education due, in part, to boarding schools. Remote rural populations in those countries not only accept, but expect, boarding facilities to support basic education (Zhu et al., 2023).

Many African countries have a long boarding school tradition, particularly at the secondary level (Laiser & Makewa, 2016). This practice dates back to the colonial period. Today, there are still boarding schools in parts of English-speaking Africa that are modelled on the British experience. Indeed, in many ways, little has changed since those days: The distance from village communities to secondary schools continues to make secondary education inaccessible to many children. As a result, many children drop out of school after the primary level. In this context, boarding schools play a key role in providing secondary education. Furthermore, in several African countries, student meals are government subsidized so that it may cost less for parents to have their children fed a comparable diet in boarding schools than at home. In Ghana, boarding schools comprise some 80 percent of all schools. In fact, some parents believe that schools do a better job of bringing up (AduBoahen, et al., 2024) children than they can. However, in recent years, there has been a tendency in Africa to discontinue boarding schools due to governmental fiscal "*belt tightening*." Nonetheless, many educators advocate them as a necessary investment for EFA.

In the pastoral areas of the Sudan, education was offered by establishing boarding schools and was controlled to some degree by parents and it did not disrupt traditional cultural values and lifestyle (Seri-Hersch, 2017).

Teachers are recruited from a good pastoral background, teaching cycles are adapted to pastoral seasonality and special provision is made to ensure that girls have equal access to school (Siele et al., 2013). The Darfur mobile school is a one-teacher multi grade school, supported by Oxfam GB, set up to provide schooling for small numbers of children travelling with their families in small groups. Low population density, high mobility, and limited demand for schooling imply that, under certain circumstances, a multi grade model can be highly applicable and is appropriated (Aikman, & Haj, 2006). However, the multi grade model approved by the government restricts schooling to only the first four years of basic education and the primary school is not complete. (Oxfam GB, 2005).

Pastoralists are in water-scarce environments and move when drought, disease or other need for resources arise and compel them to do so. In some regions, communities stay together and travel as a community. However, in other areas, like in Somali state, they may not go in the same direction. The camel herder and the cattle herder may want to go in different directions (Deressu, 2013). In Ethiopia, Oromia pastoralists dealt with the challenge of mobility by using sticks to construct temporary schools that can be shifted (moved) easily because they could be easily disassembled and packed to the next location. But one problem is that teachers don't want to move with the pastoralists and they often want to stay stable being closer to larger population settlements. In Gambella state-sponsored centres, Gambella Regional Bureau provides supervision and support to mobile schools by ensuring that children are not left behind in education. The teachers move with the mobile group carrying all the necessary materials essential for learning.

Deressu (2013) investigated the challenges of primary education expansion in the pastoralist Woredas of Borana zone of Oromia Region and found innovative strategies to alleviate the challenges. Descriptive survey method was used for the study, and the data were secured from nineteen sampled schools from three Woredas in Borana zone. The study identified several cultural and economic barriers such as early marriage, lack of interest for modern education, parental level of education, mobility, child labour, poverty, finance, etc. A multi-purpose pastoralist education policy, incentives such as special salary allotment, hardship allowance, additional benefits like scholarships for the teachers, distance education and night school, capacity building training, flexible calendar, etc. were suggested in order to curb the challenges of primary education expansion in the pastoralist Woredas of Borana zone of Oromia region.

Ibrahim (2010) study examined and discussed the challenges inhibiting nomads from accessing formal education in the light of Kenya's domestication of Education for All (EFA) which the government committed itself at various world conferences. The research used a mixed methods approach to collect data

using semi-structured interviews designed for nomadic parents, focus group discussions with education officials and teachers, and a questionnaire for nomadic students in secondary schools. Findings from the field illustrated the continuing under-participation of nomads in education. Informants cited the location of schools, poor facilities, poor transport, attitude of parents and poverty among other issues as the inhibiting factors affecting participation of nomads in formal education. If fuller participation is required, the main issues arising are the need to revamp existing facilities, entrench mobile schools in the Koran schools and strengthen legislation for compulsory education while concurrently improving the infrastructure for nomadic people.

Mukhula (2014) study examined the extent at which the introduction of low-cost boarding schools (initiated as one of the recommendations of the Sessional paper no.1 of 2005) has been effective in accelerating enrolment and retention rates in ASAL primary schools, since pupils in these schools are affected with unique problems such as, long distance to schools, insecurity, a nomadic lifestyle and high poverty levels. The study was grounded in the classical liberal theory of education, which emphasises equality of opportunity. This research adopted a descriptive survey study design in Turkana County; Turkana East district Lomelo Zone drawing data from 5 primary schools and a Wei Weial of 150 respondents who included 5 principals, 10 SMCs, 15 parents and a sample size of 120 pupils from a target population of 1200 pupils. The study found a significant relationship between the presence of low-cost boarding schools and student access and retention. Secondly, it was also discovered that there was a remarkable increase in terms of enrolment since 2006-2012. It was further found out that this program, though successful, faces some challenges like inadequate resources, mismanagement and delay in funding by the government.

Katam (2012) study focused on the impact of insecurity on curriculum implementation in Wei Wei Zone. Insecurity here is attributed to cattle rustling menace. Despite government efforts to achieve quality education and universal primary education (UPE) by the year 2005, the objective may not be possible in Wei Wei Zone, Marakwet District due to cattle rustling. The purpose of the study, therefore, was to assess the condition of the environment and state of facilities and equipment; evaluate content coverage, performance and staffing; and determine attempts that had been made to curb cattle rustling to enhance curriculum implementation. The study adopted descriptive survey design to elicit data. The population of the study consisted of 16 primary schools, 114 primary school teachers, 16 principals and one district education officer. Results indicated that development of both physical and instructional materials was found to be poor in the cattle rustling hit Wei Wei Zone. This was attributed to insecurity caused by cattle rustling menace, which hindered adequate provision of educational materials by the community and the private

sector. Cattle rustling had also affected student enrolment, with schools experiencing high and sudden dropout rates. Teachers' adequacies, on the other hand, were affected by desertion of duties and transfers to safer areas outside the Zone. Poor educational materials and teachers' inadequacies hampered students' performances with schools registering decline in KCPE mean scores. To enhance curriculum implementation in these cattle rustling area, teachers have employed various strategies such as makeshift schools in the escarpment, extending teaching-learning process during holidays and evening time. The study concluded that cattle rustling affects physical and instructional materials, which have direct effect on performance. In line with these findings, it was recommended that the government should provide adequate teaching materials, adequate security, deploy more teachers, and establish permanent schools along with the community.

3. Methodology

The study adopted a mixed-methods approach. Mixed-method research utilises both qualitative and quantitative data sources (Kothari, 2014). Therefore, the data for this study was collected through use of questionnaires and interviews. A cross-sectional design was preferred because of its ability to deal with various cases and variables, and its suitability with quantitative and qualitative methods (Bryman, 2016) while the short period of fieldwork due to the constraints of the

programme of study adds to its choice. The study was conducted in Pokot Central Sub County. It is one of the four sub counties of West Pokot County, Kenya. The sub county borders Baringo County to the West, Elgeyo Marakwet County to the South, Turkana County to the North and Pokot South Sub County to the East. The Sub County is divided into four administrative Zones: Lomut, Masol, Sekerr and Wei Wei (RoK, 2025). According to Report from Sub County Director of Education (2015), there are 29 public secondary schools in Pokot Central Sub County. The targeted respondents for the study included 29 principals, 222 teachers and 1089 Form III students in the four Zones.

Considering that the sample size for the study is too large, a sample was taken to act as a representative of the whole population based on statistical formulae provided by Role (2013);

$$n = \frac{N}{1 + Ne^2}$$

Where

n=sample size

N=population size

E=margin of error (e≤0.05)

For instance, the sample size for Form III students was calculated as:

$$n = \frac{1089}{1 + (1089 * 0.05^2)} = 293 \text{ Form III students}$$

The final sample size for the students was 293 Form III students, 143 teachers and 22 principals. Table 1 shows the sample size for the study.

Table 1 Sample Size

Zone	Principals	Teachers (N)	S	Students (N)	S
Lomut	8	65	42	288	77
Masol	7	48	31	259	70
Sekerr	6	45	29	244	66
Wei Wei	8	64	41	298	80
Wei Weial	29	222	143	1089	293

Source: Sub County Director of Education (2025)

The researcher selected principals through purposive sampling technique. This is because they are the ones implementing the strategies aimed at improving performance of students in their schools. Teachers and students were selected through stratified random sampling method. This involved categorising the teachers into four strata based on the Zone that they came from. Thereafter, the researcher applied random sampling method in selecting the final respondents who participated in the study. The researcher used questionnaire and interview schedule as instruments of data collection. The questionnaire included both open and closed ended questions and were administered by the researcher to sampled form III students, and teachers. The interview schedule collected information from principals of secondary schools which was semi structured in terms of design. The content validity of the research instrument was determined by the experts in research from the university department of curriculum

and instruction. Reliability of the research instrument was determined using test re-test technique. Analysis of data was undertaken through quantitative and qualitative approaches. Quantitative data were coded, analysed and presented in form of tables, frequencies and percentages with the help of Statistical Package for the Social Sciences (SPSS Version 25.0). Qualitative analysis of the responses from the questionnaires was performed using thematic content analysis.

4. Results and Discussion

The objective of the study was to determine the degree to which provision of low-cost boarding facilities enhanced students' academic performance in public secondary schools in Pokot Central Sub County. The study sought information from principals, teachers and students. At first, the students were asked to indicate how provision of low-cost boarding facilities in their schools affected

academic performance of students. Through statements made on a Likert scale of five (strongly agree-5 to

strongly disagree-1), their responses are illustrated in Table 2.

Table 2: Students perception on the influence of provision of low cost boarding facilities on their academic performance

Effect of provision of low cost boarding facilities	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
Provision of low cost boarding facilities in our school enable students from remote areas to access education	13	5.1	7	2.8	52	20.6	78	30.8	103	40.7
Boarding provide refuge for student affected by banditry to learn in a stable environment.	33	13.0	31	12.3	64	25.3	83	32.8	42	16.6
Provision of school boarding facilities enable students to have ample time to cover syllabus	31	12.3	20	7.9	43	17.0	71	28.1	88	34.8
Boarding facilities provide learners with conditions that are conducive to learning free from insecurity fear and anxiety	18	7.1	28	11.1	39	15.4	101	39.9	67	26.5
Provision of low cost boarding facilities has helped to reduce drop-out rates by students	34	13.4	21	8.3	44	17.4	70	27.7	84	33.2
Provision of boarding schools makes academic and other forms of supervision easier	44	17.4	52	20.6	33	13.0	73	28.9	51	20.2
Having boarding facilities in our school enable learners to participate in extra-curricular activities	59	23.3	44	17.4	77	30.4	31	12.3	42	16.6

Key: SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree and SA-Strongly Agree.

The results of the study show that 103 (40.7%) strongly agreed and 78 (30.8%) agreed that provision of low-cost boarding facilities in their schools enabled those students from remote areas to access secondary education. The results imply that provision of low-cost boarding facilities increased access to secondary education to children from remote areas hence ensuring that they participate in education process. In agreement with the research findings, Mukhula (2014) found out that there was significant relationship between low-cost boarding schools and access and retention in Turkana East Sub County. This means that institutions that had started low-cost boarding schools experienced enrolment number of students compared to those that were day schools in this region. Secondly, 83 (32.8%) agreed and 42 (16.6%) strongly agreed that boarding facilities provide refuge for student affected by banditry to learn in a stable environment. However, 64 (25.3%) disagreed with the statement. The study therefore shows that students are divided on how boarding schools enable students from families with social problems to learn in a stable environment.

Further, the results show that 88 (34.8%) of students strongly agreed and 71 (28.1%) agreed that provision of low-cost boarding facilities has enabled students to have ample time to cover syllabus early. The early completion of syllabus enables students to have adequate time revise and be prepared for their upcoming exams. Moreover, 101 (39.9%) of students agreed and 67 (26.5%) also

strongly agreed that provision of low-cost boarding facilities to students enabled them to learn in an environment free of fear and anxiety. Considering the area is a security risk zone, boarding facilities provide an environment that facilitates students' safety for learning. Therefore, teaching and learning process occurs in an environment that is free from any distraction.

Findings also showed that 84 (33.2%) of students strongly agreed and 70 (27.7%) agreed that provision of low-cost boarding facilities has helped to reduce drop-out rates. Because of long distance from home to school, some students may end up dropping out of schools and therefore boarding comes as a relief to them. Day schools also make it impossible for students to regularly attend classes as they may be involved in other duties at home. Therefore, schools that have initiated boarding projects have significantly reduced dropout rates in Pokot Central. Results also show that 2 (20.6%) of respondents disagreed and 44 (17.4%) strongly disagreed that provision of low-cost boarding facilities made academic and other forms of supervision easier. Only 73 (28.9%) agreed and 51 (20.2%) strongly agreed and this implies that the students were undecided on the statement.

When asked as to whether having boarding facilities enabled students to participate more on extra-curricular activities, 59 (23.3%) strongly disagreed, 44 (17.4%) disagreed, 77 (30.4%) were undecided, 31 (12.3%) agreed and 42 (16.6%) strongly agreed with the

statement. This implies that majority (40.7%) of students believed that boarding facilities did not increase their chances of participating in co-curricular activities. This finding is supported by Laiser and Makewa (2016) research that found out that pupils in boarding schools had adequate time to participate in various extracurricular opportunities which made them to discover their talents in different sports and non-sporting events. On average, the students seem to support that whenever schools have boarding facilities, they are able to learn without interruption hence improved academic performance.

Teachers' Perception on the Influence of provision of low-cost boarding facilities on their Academic Performance

The study also sought the perception on how provision of low-cost boarding facilities affected academic performance of students in their schools. The teachers were asked to rate their responses on a Likert scale of five: Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5). The results of the analysis are presented in Table 3.

Table 3 Teachers' perception on the influence of provision of low-cost boarding facilities on academic performance of students

Perception	N	Mean	Std. Deviation
Boarding facilities reduce drop-out rates among students in our school	117	3.8632	.99052
Boarding facilities have given students from families from poor backgrounds and insecure areas a place of refuge	117	3.7949	1.03839
Boarding facilities provision offer students with conducive environment resulting to improved performance	117	3.6923	1.16309
Boarding facilities makes academic and other forms of supervision easier	117	3.6838	.97069
Provision of low cost boarding facilities has enabled students to accept each other from different social or cultural background as they reside together	117	3.6496	1.06120
Boarding facilities enable learners are able to participate in extra-curricular activities	117	3.6410	.98665
Provision of low cost boarding facilities has enabled students from remote areas to access education hence eliminate difficulties of transport across volatile areas	117	3.5641	1.10940
Average perceptions	117	3.6806	1.04675

Results show that teachers tended to agree (M=3.86 and SD=0.99) that boarding facilities reduced dropout rates among students in their schools. The result therefore implies that secondary schools that have started boarding services encounter low number of students' dropout cases. The teachers also agreed (M=3.79 and SD=1.03) that boarding facilities have given students from families' poor households and insecure areas with refuge. This is because the situation at home sometimes may even hinder them from coming to school due to constant quarrels between their family members. This indicates that principals have made significant progress to address the education needs of the children by offering them accommodation in the school. This will help them concentrate on their studies hence improvement in academic performance.

Results also showed that teachers approved the statement that (M=3.69 and SD=1.16) boarding facilities provision provided learners with conducive environment which was significant to improved academic performance. This shows that majority of schools in the study area have initiated boarding facilities (in some cases some schools have converted classes to temporary dormitories) to ensure that learners are in school throughout the school period to enable them to complete their syllabus and

prepare for examinations. This is because, teachers agreed (M=3.68 and SD=0.97) that boarding facilities made academic supervision in schools easier. This is because teachers were able to conduct their lessons early in the morning or late in the evening giving them adequate time to monitor and assist learners with varying educational needs.

It was also evident from the research findings that provision of low-cost boarding facilities enabled students to live together as brothers and sisters irrespective of their social-cultural background characteristics (M=3.94 and SD=1.06). This is because the students stay together, eat together, play together, learn together and sleep together thus bridging the social cultural differences that could have existed before. This is seen to improve their acceptance of each other as equal to the other. Moreover, the respondents also agreed that boarding facilities enabled students to participate in extra-curricular activities (M=3.64 and SD=0.98) and those from remote areas were able to access secondary education (M=3.56 and SD=1.11). On average, research results showed that teachers had positive perceptions (M=3.68 and SD=1.04) on the effectiveness of boarding facilities in addressing academic performance of students in Pokot Central Sub County. The results agree with Laiser and Makewa

(2016) research from Tanzania that showed that boarding school influenced the academic performance of the young learners. This means that provision of low-cost boarding schools is a key determinant towards performance improvement of learners in schools.

Principals' Responses on the Influence of provision of low-cost boarding facilities on Academic Performance

Interview responses showed that most principals said that having boarding facilities in their institutions assisted in creating more time for students to study, revise and engage in various life skills and education activities. This is because when the students are enrolled in a school with boarding facilities, the only thing they have to worry about is their studies since the exterior environment that could be plagued by conflict is a non-factor to them. One principal said;

“Students will have more time to concentrate on their studies since there will be little time of interacting with the outside / home environment which could be volatile at times due to raids, hence improved performance”.

Another principal said that:

“It enables students to concentrate on their studies as less time is wasted when parents move from one region to another in search of pasture hence leading to good performance”.

Another impact of starting boarding schools was that students are immune from participating in social evils (cattle raiding) which is rampant across the community. Furthermore, cohesion and unity between students from different communities was enhanced as a result of having low-cost boarding facilities. This agrees with the findings from the questionnaires that said that boarding facilities enabled children from diverse background accept each other and learn to live together as brother and sister hence promoting unity and harmony. One principal added that,

“Boarding facilities will improve performance if provided and more so if periodic visits by family members are allowed at stipulated intervals”.

Improved academic performance through improved grade and mean scores by students in examinations was evident from schools that had begun low-cost boarding schools. This finding is supported by Tusiime (2019) research from Uganda which found out that provision of boarding schools improved performance of students in schools. This is because students had more time to discuss, conduct personal research and teacher supervision and feedback as opposed to those from day secondary schools.

5. Conclusion and Recommendations

5.1 Conclusion

The objective of the study was to establish how provision of low-cost boarding facilities in public secondary schools in Pokot Central Sub County affected students' academic performance. All the respondents (students, teachers and principals) agreed that provision of low-cost boarding facilities (permanent or mobile) improved academic performance of students due to; students were able to cover the syllabus, students were able to be monitored their academic progress and there was adequate time for remedial learning. All respondents agreed that boarding facilities provide improved learning environments to students; promoted access to schooling, gave security and protection to girls against FGM and other vices, protected students in emergency situations, promoted socialization and mainstreaming of poor and students from conflict affected communities and provided effective links between the community and the larger society. During armed conflicts in pastoral areas, fear and disruption make it difficult to create an atmosphere conducive to learning, and the morale of both teachers and students is likely to be low. Conflicts may drag on for months or even years affecting the chances of students getting education. Security measures are important in ensuring the improvement of performance.

5.2 Recommendations

Based on the findings of the study, the following recommendations are made to different stakeholders with the aim of improving performance of students from pastoral areas:

1. Security measures should be provided for all schools since it is instrumental in creating a conducive environment for learning thereby improving the performance of the students.
2. Security measures are reassuring to the students and teachers of their safety therefore they concentrate on their studies.
3. Schools in pastoral areas should provide boarding facilities for their students since they help in providing a stable environment for their learning without disruption from ongoing conflicts in surrounding areas. This becomes very instrumental in improving students' performance in secondary schools.

References

- Abdi, I. A. (2010). *Education for all (EFA): reaching Nomadic communities in Wajir, Kenya-challenges and opportunities* (Doctoral dissertation, University of Birmingham).

- AduBoahen, E., Hammond, P., & Kwakwa, P. A. (2024). Topic: Returns to education in Ghana: The role of education of one's father. *Heliyon*, 10(18).
- Aikman, S., & HAJ, H. E. (2006). EFA for pastoralists in North Sudan: a mobile multigrade model of schooling. In *Education for All and multigrade teaching* (pp. 193-213). Dordrecht: Springer Netherlands.
- 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.
- Berman, R., & Daneback, K. (2022). Children in dual-residence arrangements: A literature review. *Journal of Family Studies*, 28(4), 1448-1465.
- Buchel, O., Luijkx, R., & Achterberg, P. (2021). Objective and subjective socioeconomic status as sources of status-legitimacy effect and legitimation of income inequality. *Political Psychology*, 42(3), 463-481. <https://doi.org/10.1111/pops.12707>
- Deressu, T. (2013). *The Challenges of Primary Education Expansion in the Pastoralist Woredas of Borana Zone of Oromia Regional State*. MA Thesis, Addis Ababa University, Ethiopia.
- Ibrahim, A.A. (2010). *Education for All (EFA): Reaching Nomadic Communities in Wajir, Kenya - Challenges and Opportunities*. Masters Thesis, University of Birmingham, United Kingdom.
- Katam, E.J. (2012). *Impact of cattle rustling on curriculum implementation in Tot Division of Marakwet District, Kenya*. MED Thesis, Kenyatta University, Kenya.
- Laiser, S., & Makewa, L. N. (2016). The influence of boarding school to young children: A case of two boarding schools in Hai District in Kilimanjaro, Tanzania. *International Journal of Education and Research*, 4(6), 73-84.
- Marete, J. G. (2018). *The effects of pastoral conflicts on secondary education in Kenya: A case study of East Pokot*. Doctoral dissertation, University of Nairobi.
- Marty, E. (2024). Formal education as a contested pastoral adaptation pathway: Insights from southern Kenya. *Regional Environmental Change*, 24(3), 112.
- Mukhula, B. W. (2014) *The influence of low-cost boarding primary schools on access and retention in arid and semi-arid lands: a case of Lomelo division; Turkana county-Kenya* (Doctoral dissertation, Kenyatta University).
- Park, J. H., Lee, I. H., & Cooc, N. (2019). The role of school-level mechanisms: How principal support, professional learning communities, collective responsibility, and group-level teacher expectations affect student achievement. *Educational Administration Quarterly*, 55(5), 742-780.
- Seri-Hersch, I. (2017). Education in colonial Sudan, 1900–1957. *Oxford research encyclopaedia of African history*.
- Siele, D., Swift, J., & Krätli, S. (2013). Reaching pastoralists with formal education: A distance-learning strategy for Kenya. In *Pastoralism and development in Africa* (pp. 206-214). Routledge.
- Sprague, J. R., & Walker, H. M. (2021). *Safe and healthy schools: Practical prevention strategies*. Guilford Publications.
- Tusiime, T. (2019). *Effects of boarding students' living conditions on their academic performance in secondary schools*. Doctoral dissertation, Kampala International University, College of Economics and Management.
- Winthrop, R., & Matsui, E. (2013). *A new agenda for education in fragile states*. Washington, DC: Center for Universal Education at Brookings.
- Zhu, Y., Zinda, J. A., Liu, Q., Wang, Y., Fu, B., & Li, M. (2023). Accessibility of primary schools in rural areas and the impact of topography: a case study in Nanjiang County, China. *Land*, 12(6), 1134.