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Effects of Livestock Rustling on Head Teachers Instructional Leadership in Public Primary Schools in Laikipia County, Kenya

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Abstract:

The purpose of this study was to determine the effects of Livestock rustling on head teachers' instructional leadership in public primary schools in Laikipia North Sub-County. This study was guided by the following objectives: to determine the effects of livestock rustling on head teachers' provision of instructional resources in public primary schools in Laikipia North Sub-County and to establish the effect of livestock rustling on head teachers' protection of instructional time in public primary schools in Laikipia North Sub-County. This study was anchored on Abraham Maslow's Hierarchy of human needs theory. The study adopted descriptive survey design. The target population of this study comprised of 24 head teachers and 231 teachers in public primary schools in Laikipia North Sub-County. The researcher purposively sampled 18 primary schools for data collection. Therefore, all the 18 head teachers from the 18 public primary schools sampled participated in the study. Simple random sampling was used to select 108 teachers for data collection. Questionnaires and document analysis were used to collect data from the respondents. Prior to the study, a pilot study was carried out to test the validity and reliability of the research instruments. Quantitative data was analyzed using descriptive statistics such as mean, mode, median and percentages according to the stated objectives of the research. Quantitative data was presented in descriptive statistics such as frequency distribution tables, pie charts, and tables. Qualitative data was analyzed thematically to provide more information to support quantitative data. The research found out that livestock rustling affected supervision of instruction as a result of high absenteeism, regular displacement of families' livestock rustling affects provision of instructional resources sponsors withdraw their financial support to schools as a results of livestock rustling. Due to increased absenteeism and displacement Head teachers are not able to protect instructional time. Head teachers and teachers stated that livestock rustling affected academic achievement. The research recommends the government to provide security in Laikipia North Sub-County in order to shun livestock rustling.

Keywords: Effects of Livestock Rustling, Head teachers Instructional Leadership, Public Primary Schools Laikipia County

1. Background to the Study

Livestock rustling refers to gaining of livestock from one community to another through stealing and by use of excessive force (Molegeta & Hagnmon, 2017). Livestock rustling is not a new phenomenon in the world. Historically, the act of stealing domestic animals can be traced over seven thousand years ago (Mkutu, 2008).

Livestock rustling is a major hurdle to realization of strategic development goals SDG 4 Ensuring inclusive and equitable quality education and promote lifelong learning opportunities among pastoralist communities (UNESCO, 2015). Raiding affects development and provision of essential services in pastoralists' areas through disruption of the communities' livelihood systems by restricting economic development. Raiding claims lives of innocent people, causing terrific physical pain and psychological suffering. Conflict and fortified violence destroys schools facilities, disrupts markets and displaces families in the affected areas (Geneva Declaration, 2008).

According to the Geneva declaration (2010), livestock rustling leads to the damage of learning institutions and education infrastructure which hinders instructional leadership in schools. The country's revenue is diverted from social expenditures to public security since in situations of long term unending violence and insecurity. Unswerving government investment in schools is not a priority. The displacement of families as a result of conflict creates a lasting hurdle to achieving the SDG 4. Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all, leaving already fragile and conflict-affected areas without an educated class to help rebuild society. It is clear that livestock rustling negatively affects education which in turn hinders development (UNESCO, 2015).

In Australia, livestock rustling is referred to as duffing and the individual involved is called the duffer. In old American West, cattle's rustling was taken as a very serious criminal offense. People involved in cattle rustling were executed by

mob vigilantes. In Wyoming, the United States 1889 cattle rustlers were lynched without a trial. In the 19th century, livestock rustling was a big problem in ranches in the United States of America (UIS Fact Sheet, 2011).

In the 21st Century, livestock rustling has become more common, with rustlers anesthetizing livestock and taking them to the markets to sell them. Livestock rustling in North America takes place at night making it a problem for ranches with many livestock to notice and report to the authorities (UIS Fact Sheet, 2011).

In African culture among the pastoralist communities, livestock rustling was a legal activity done regularly for various reasons. Livestock rustling was practiced to restock cattle lost during drought, for payment of dowry and heroism among the young people. However, livestock rustling never advocated violence or loss of life. In case life was lost, it was compensated with a herd of cattle (Mkutu, 2010).

In Africa, insecurity such as livestock rustling affects the quality, functioning of learning institutions and the expansion of technology (Otach, 2008). African countries ravaged by livestock rustling characterized by destruction of school properties and as a result interrupt educational management through damage of schools, killing of pupils, teachers, parents, and fear of insecurity and changes of family structures (Lolchuraki, 2013). According to UNHCR (2008), African countries ravaged insecurities that are characterized by physical damage and as a result, interrupted management of learning institutions.

In Sudan livestock rustling in 2009 led to conflicts where more than 2,500 people were killed in Darfur and over 350,000 people were displaced. Livestock rustling kills and displaces people each year in South Sudan. This violence causes hunger, families are displaced from their farm and they are not able to harvest their crops. Currently, traditional cattle's raiding with spears has been replaced with deadly guns by men with army experience getting power through violence. This has disrupted management of the educational system in Southern Sudan (Khisia, 2016).

According to Blattman & Migual (2010), about 28 million children of primary school age in conflict-affected areas in African countries are out of school. Civil wars and insecurities in Africa such as in Somalia have led to classrooms, teaching staff and learners being perceived as valid targets. This has instilled distress among pupils who are attending schools, educators are afraid of teaching and parents are afraid of sending their children to school. According to Hendrickson et al. (1996), livestock rustling in Kenya have led to poor academic achievement in schools, regular transfers of teachers, incompetent school managers, lose of life, rape of learners and teachers, poor performance in national examinations and increase in the number of school dropouts.

Displacements of individuals from their homes interfere with the normal instructional leadership of primary school education. This shifts away learners due to increased insecurity. Some learners lose their parents hence they are both affected psychologically and cannot concentrate on their studies in schools. Learners schooling in areas that experience livestock rustling are not able to enjoy their right to access basic education (Greiner, 2013). In 2015 as a result of cattle rustling in Kerio Valley, 39 schools were closed and 23 schools abandoned completely. Residents, teachers, and pupils flee away to safer places. In 2013 during Marakwet-Pokot conflict, 27 primary schools were closed as a result of increased insecurity due to cattle rustling (Adan & Pkalya, 2014).

In Baringo County's Arabal primary school, cattle rustlers invaded the school, killed the guard and destroyed many school properties leaving the learners to run for their safety in the bushes. Parents migrated to other places and this led to the closure of the schools. Teachers from other regions fled leaving only teachers from the locality. When the school reopened, the head teacher experienced many challenges in running school activities. Homegrown feeding program could not provide the school with food because the school was closed for several months. The headteacher was unable to run the school efficiently with hungry learners and inadequate teachers (Mwendwa, 2015).

During periods of livestock rustling, learners are not able to access education. Majority of school girls end up being married because their parents are not able to take care of them effectively. Learners are killed by livestock rustlers while going to school, others lose their parents and they end up not attending schools. This affects the completion rate of children attending basic education (Mwendwa, 2015).

In Laikipia North, cases of insecurity are high regular intercommunity war and livestock rustling affect the region vastly. Insecurity led to the closure of schools and health centers after livestock rustlers invaded these institutions and destroyed infrastructure. In 2018, Arjijo primary school was closed due to insecurity which forced teachers and pupils to relocate to chumvi because they were targeted and could be attacked any time by livestock rustlers (Obare, 2018).

Livestock rustling in Laikipia County over the years has prevented learners to acquire basic education. School going children are killed as a result of livestock rustling, young girls are raped and others are left nursing injuries (Obare, 2018). Teachers are not able to teach due to insecurity and this poses challenges to school administrators who are mandated to guide teachers, manage teachers, pupils and to ensure the instructional objectives are achieved. Psychologically tortured by livestock rustlers, Laikipia North Sub-County is not able to achieve Strategic Development Goal (SDG) number 4 of ensuring equal education to all and provide lifelong learning acquisitions of skills. As a result of livestock rustling, parents are not able to cater for their children's basic needs hence school instructional leaders are not able to manage schools efficiently (Anyango et al., 2017).

Livestock rustling affects head teachers' instructional leadership, which makes it tough for instructional leaders to supervise instruction, monitor learner progress, provides instructional resources and protect instructional time. In Laikipia North Sub-County, the underlying effects of livestock rustling on instructional leadership have not been investigated adequately and documented. This provides a research gap that needs to be investigated urgently.

1.1. Statement of the Research Problem

Despite the various relentless interventions both by governmental and non-governmental institutions, livestock rustling culture has continued to deepen its roots and widen its effect in Laikipia North Sub-County. In the recent past, there has been increased cases of insecurity in Laikipia North. In 2017, six primary schools and one dispensary were closed due to livestock rustling. One young boy was killed by livestock raiders and several people were left nursing bullet wounds (Obare, 2018). Livestock rustling has led to the displacement of residents in Laikipia North Sub-County, this has hindered instructional leadership in public primary school education because teachers and learners migrate to safer places deserting their schools.

Livestock rustling leads to increased learners and teachers absenteeism in Laikipia North Sub-County. Learners who lose their parents during livestock rustling are not able to concentrate in classrooms. They are psychologically unstable in class and this makes it difficult for teachers to teach them. In places with a lot of insecurities, teachers are afraid of being posted there hence headteachers are faced with problems of inadequate teaching staff. School properties have been destroyed by livestock raiders leaving learners with no classrooms to study in. Livestock rustling has also led to poor academic achievement in Kenya Certificate of Primary Education (K.C.P.E). Adequate information about effects of livestock rustling on school instructional leadership is missing and need to be recorded to ensure learners acquire basic education. Measures that headteachers put forward in instructional leadership during livestock rustling period are not recorded. Therefore there is a need to do comprehensive research on the effect of livestock rustling on primary education instructional leadership and consequent effects on learners academic achievement.

1.2. Purpose and Objectives of the Study

The purpose of this study was to document the effect of livestock rustling on headteachers' instructional leadership in public primary schools in Laikipia North Sub-County. To determine the effects of livestock rustling on headteachers' provision of instructional resources and to establish the effect of livestock rustling on headteachers' protection of instructional time in public primary schools in Laikipia North Sub-County.

1.3. Theoretical Framework

This research embraced Abraham Maslow Hierarchy of human needs, a theory of human motivation proposed by Abraham Maslow in his 1943 paper "A theory of Human motivation". As stated by Abraham Maslow human wants are arranged in terms of most important consideration needs. This theory is based on a perception that once a need is met on one level it ceases to be a need. One moves to the next level needs. When a need is not maintained regularly it recurs again and becomes a priority need. The human needs are inter-mutual and superimposed. An individual moves from one basic need to a complex need. In a school set up before the learner's cognitive needs are met, the basic physiological need has to be satisfied. The human needs pyramid starts with the basic needs, safety needs, belonging and love need, esteem needs and self-actualization according to Maslow (1971). They include Physiological needs. These are biological needs for human being survival. They include food, shelter, and clothing when they are not met human beings body cannot function normally. Safety needs one needs security, order, law, stability and freedom from fear. Belongingness and Love one needs intimate friendship, love and being part of a group of people. Esteem needs it entails one's dignity, achievement, independence, desire for reputation and deep admiration by other people Self-Actualization needs entails realization of personality ability, self-fulfillment, and quest for personal growth and reach your zenith, the aspiration to achieve and be what one is capable of becoming.

Learning institution purposes to satisfy the cognitive needs of the learners. Learners may not take part actively in the learning process if physiological needs which include food, shelter and clothing are not met. Learners are not able to concentrate well in an insecure environment hence this makes it difficult for school head teachers to conduct supervision and evaluation of instruction. Teachers also as a result of insecurity are not able to deliver learning content to the students effectively. Before the learning objectives are met, the security need of the learners and teachers comes first. Learners who are displaced from their homes are not able to meet their basic needs hence they don't concentrate well in classrooms. This hinders instructional leadership of learning process in schools. Maslow's hierarchy theory can be applied in school instructional leadership because before the cognitive needs of the learner are achieved, they must fulfill their physiological needs.

Tired, hungry, displaced, psychologically traumatized pupils feel emotionally insecure in school hence their level of concentration is minimal. Teachers and learners need emotional comfort, a safe environment and accepted in order to attain their full potentials and aspirations. Head teachers also needs safe and serene environment to conduct instructional leadership (Maslow, 1971).

2. Literature Review

2.1. Livestock Rustling and Head Teachers' Protection of Instruction Time

According to research done by Anyango et al. (2017), it was clear that livestock rustling had significantly hindered level of attendance for both pupils and teachers. Teachers always complain of community fights as a result of livestock rustling which has distorted the process of learning to the extent that the teachers feel not motivated to continue teaching. A number of livestock rustlers make threats to teachers from the adjoining community that they will kill them if they dare teach in the schools.

In Kerio valley conflicts due to livestock raiding led to the abandonment of 13 Primary schools because

inhabitants fled to safer escarpments where they constructed makeshift schools. Dispensaries and Non-Governmental Organizations, shops and markets were shut up due to fear of insecurity. Inhabitants, teachers, health workers and businessmen run away left the area for fear of insecurity (JETEMS, 2012). Livestock rustling has had major effects on the public members in the Turkwell River. It resulted in conflict interrelated deaths of many people. It has also led to the immigration of people, internally displaced personnel, fanaticism among communities, the high number of police patrol and military personnel. Incidences of human rights abuse, sexual assault and rape have also increased, arrest and confinement of the ordinary people with no probable cause or warrant (Wamuyu, 2014).

According to Simiyu et al. (2016), livestock rustling led to the displacement of families which led to the closure of many schools. Livestock rustling has given rise to increase of firearms. This has made people live in unrelenting terror of being attacked by the neighboring communities. Insecurities due to fear of attacks has given rise to the displacement of families and clan unity. Families lose their connection with their social activities like traditional ceremonies and cohesion. People involved in livestock rustling experiencing psychological torture. It was exposed that Livestock rustling has been utilized by politicians to violently displace their opponent supporters. People who are displaced as a result of livestock rustling are disenfranchised, making them incapable to vote in their leaders in national elections. Failing to elect the right leaders has led to skewed development in pastoral communities as development project especially in the utilization of county development funds (C.D.F) has been rigorous on specific areas, schools, roads and hospitals in the opponent's areas are not attended to and this lead to poverty and livestock rustling. Insecurity makes schools remain closed hence this hinders head teacher from protecting instructional time in schools and other social services in the community; it poses a hindrance for the growth of the society.

Poor payments of teachers with low allowances for hardship for teachers also limit teachers' school attendance. In research done by Anyango (2017), 76% of respondent aged between 18-35yrs stated that their youth mates had more than often encouraged them to leave school and engage in livestock rustling because of the financial gains they would get. A big number of school going children in Arid and Semi-Arid Lands (ASALS) areas are being used by cartels to go and steal livestock for them to get paid on the herd delivery. This is seen as a hindrance to school attendance because according to some of the pupils they would rather engage in livestock rustling and get money than attend classes and fails to make money.

Kakande & Nalwada (2013) found that high incidences of cattle rustling and poverty in Northern Uganda were responsible for poor quality education and school attendance levels because of the inability of the parents to provide scholastic materials for their children. As stated by Kakande & Nalwada the situation is supported by the fact that teachers are poorly remunerated to the extent that they are forced to teach and engage in other income-generating activities. It is also significant to observe that livestock rustling has led to widespread teacher-pupil absenteeism and watering down of the quality of education because teachers' time for preparation, teaching and assessment is significantly reduced in order to attend to personal businesses to supplement salary (Anyango et al., 2017).

As a result, most areas experience cattle rustling recorded low pupil enrolment since most parents feared for the lives of their children. Most schools in these marginalized areas also register high dropout rate due to insecurity reasons. Teachers are forced to desert their duty and relocate to other places. All these happenings cause serious problems towards participation in primary education (Katam, 2012).

According to Kipkorir (2014), migration due to the displacement of pastoralists during livestock rustling periods affects enrolment and participation in learning. Insecurity forces children to stay at home due to fear of being attacked as they go to their learning institutions. Livestock rustling makes teachers not to attend schools this hinders learning and instructional leadership in schools. Lack of school fees due to poverty is attributed to lose of livestock and this affects enrollment because parents cannot be able to meet their children's basic needs. Absenteeism by either the pupil or the teacher leads to incomplete coverage of the syllabus. This can reduce the quality of education in livestock rustling areas. Teachers and learners being absent in insecure regions is understandable and this leads to poor management of school instructional leadership by the head teachers.

2.2. Livestock Rustling and Provision of Instructional Resources

In some cases of insecurity and violence primary schools have been used as a battlefield for conscripting child soldiers and attacking teachers. In Mozambique, 45 percent of primary schools were demolished as a result of insecurity and cattle rustling. In Rwanda, 66 percent of the teachers lost their lives (UNESCO, 2012). In Israel during the intifada schools for the Palestinian children were closed as a result of the destruction of infrastructure which destructed learning process. Destruction of schools infrastructure, absence of school teachers affected schooling and learning across the world (Algular & Retamal, 1998). Due to the destruction of school infrastructure, skilled manpower to teach becomes scarce where schools exist in temporary under-resourced, overcrowded and few primary schools exist. When we have displaced people living in schools acting as camps accessing of education inside and outside the camp may not be possible due to safety issues. People lose personal documents and this makes enrollment of displaced children difficult (Algular & Ratamal, 1998).

Mooney et al. (2005) armed groups involved in conflicts have always targeted educational facilities with classrooms routinely bombed, burned or threatened. Destruction of school properties holds back the achievement of education for all. School head teachers are not able to manage learning due to fear of attacks. Relevant documents of the school are lost hence this hinders resumption of learning after the insecurity incidences.

According to Katam (2012), widespread cattle raiding among pastoralist's communities hindered acquirement, provision, use and storage of instruction materials. In Bartawa division cattle rustlers destroyed school properties this led to

stagnation of learning process in the area (Wangu, 2013). The researcher purposes to document the effects of livestock rustling on provision of instructional resources in public primary schools in Laikipia North Sub-county.

3. Research Methodology

3.1. Research Design

The researcher adopted descriptive survey design to collect data on the effects of livestock rustling on head teachers' instructional leadership in public primary schools in Laikipia North Sub-County. According to Orodho (2004,2012), research design refers to the procedures used by a researcher to investigate the correlation between variables starting from subjects into groups, administer measures in relation to the groups and scrutinize the data. According to Orodho (2004, 2012), descriptive survey entails collecting significant data from respondent by interviewing them or giving questionnaires to groups of people. Descriptive survey design was used to collect data from headteachers and teachers. Through this research design, the researcher was able to gather information on how livestock rustling is affecting instructional leadership in public primary schools in Laikipia North.

3.2. Location of the Study

This study was conducted in Laikipia North Sub-County is situated in Laikipia County in the semi-arid region of Rift Valley. It is located approximately 220 km North of Nairobi on the foothills of Mount Kenya. It is a heterogeneous zone of semi-arid pastoralist in the low lying drier areas and high potential crop cultivation in the higher wetter areas. The population density in Laikipia North Sub-County is 15 persons /square kilometer (KNBS, 2013). Livestock raiding is prevalent in the area and it has led to intense clashes between Maasai, Samburu and Pokot tribes. Livestock rustling has led to the closure of schools and health facilities due to fear of attack by raiders.

3.3. Target Population

The target population of the research was 24 head teachers and 231 primary schoolteachers. A total of 255 respondents were targeted by the researcher. The researcher sampled 18 public primary schools in the Sub-County. Therefore 18 head teachers of all the sampled schools participated in the study. This was done by acquiring a list of public schools from the county director of education and purposively selected 18 schools. The researcher embraced simple random sampling technique to sample 6 teachers from each school; a total of 108 teachers took part in the study due to small population. Simple random sampling ensured each member of the target population got equal and independent chance of being included in the sample (Oso & Onen, 2011).

3.4. Research Instruments and Data Analysis

The researcher used two research instruments interviews for headteacher and research questionnaires for school teachers. Quantative data collected was analysed using statistical package of social science (SPSS)and presented in frequency tables and pie charts. The qualitative data was analysed thematically and was presented in narrations.

4. Discussion of Research Results

4.1. Effects of Livestock Rustling on Provision of Instructional Resources

The researcher purposed to establish the effects of livestock on provision of instructional instruction. Teaching staff and instructional leaders were requested to give their opinions on the extent to which livestock rustling affected provision of instructional resources they highlighted several factors as shown in Table 1 below

Opinion	YES %	NO %
Livestock rustling affects provision of learning materials such as text books	59.5	40.5
Livestock rustling leads to destruction of school facilities	57.9	42.1
During livestock rustling teaching materials such as books are stolen	48.4	51.6
As a result of livestock rustling related insecurity school sponsors withdraw their support to the schools	50.4	49.2

*Table 1: Head Teachers and Teachers Take on Effects of Livestock Rustling on Provision of Instructional Resources
Source (Researcher, 2019)*

The information on Table 1 shows that 59.5percent of the teachers and head teachers stated that livestock rustling affects provision of learning materials in schools. This implies that learning doesn't take place effectively without sufficient learning resources. In Laikipia north sub-county livestock rustling had led to damage of school amenities such as classrooms this was confirmed by 57.9% of the respondent's. According to 48.4% of the respondent learning materials are stolen by people while 51.6% said that livestock rustlers do not touch school materials they are only interested in

livestock. School resources are stolen and destroyed by families that settle down in schools due to insecurities created by livestock rustling. It was stated by 50.4 percent of the respondent alleged that sponsors withdraw their support as a result of insecurity created by livestock rustling. This confirms Wangu (2013) claims that cattle rustling led to destruction of school properties which influences sponsors to withdraw their support to school and as a result teaching and learning is stagnated.

According to Katam (2012), widespread cattle raiding among pastoralist's communities hindered acquirement, provision, use and storage of instructional materials. Teachers additional detailed that once inhabitants steal animals from white settler's farms that finance school projects like construction of classrooms and employment of Board of management teachers they tend to withdraw their support from the schools. Additionally 49.2 percent of the respondent disagreed that most of the sponsors do not withdraw their support as a result of livestock rustling in the region. The respondents added the following factors that to a big extent affect provision of learning resources; poor relationships between the donors and the school leadership, ignorance of the parents, invasion by wild animals such as elephants destroy school properties, poor storage facilities in the schools and poor road networks in Laikipia North sub-county. From the findings above its clear that livestock rustling affects provision of instructional resources in Laikipia North Sub-County. Table 4.9 below shows the overall extent to which livestock rustling affects provision of instructional resources

	Frequency	Percentage %
Very little extent	58	45.85
Moderate extent	0	0.00
Very great extent	68	54.50

Table 2: Overall Effects of Livestock Rustling on Provision of Instructional Resource

According to 45.85 % (58) of the teachers and head teachers stated that to a very little extent livestock rustling affected head teachers provision of instructional resources in schools. Majority of the head teachers and teachers 54.50 % (68) said that that livestock to very great extent affects provision of instructional resources in public primary schools in Laikipia North Sub-County. The findings of this research agrees with Katam (2012) rampant livestock raiding impeded acquirement, use and maintenance of instructional resources in public primary schools.

4.2. Effects of Livestock Rustling on Head teachers' Protection of Instructional time

The research purposed to establish the effects of livestock rustling on head teachers protection of instructional time in public primary schools in Laikipia North Sub-County. The teaching staff and head teachers were requested to identify factors that affected protection of instructional time in the region as shown in Figure 1 below

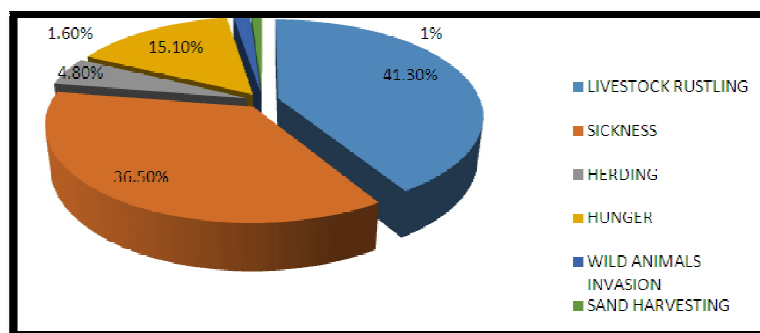


Figure 1: Causes of Learner's Absenteeism in Schools
Source: Author (2019)

From Figure 1 above majority of the teachers and head teachers 41.30 percent itemized livestock rustling as a major cause of learner absenteeism in the region. This confirms Kaliakamur (2018) findings that whenever there is fight due to cattle rustling, children, women and elderly people suffer most as the men fight to defend their families and livestock. Pupils are not able attend schools to acquire knowledge when their communities are fighting. According to 36.50 percent said that sickness affected attendance and protection of instruction time, 4.80 percent supposed pupils fail to come to school because they are tasked to look after their families herds, only 15.10 percent said that hunger lack of food increased absenteeism in the region which in turn affected protection of instruction leadership. Irregular provision of food stuff in the school had affected attendance in some schools. In addition 1.6 percent of the respondents indicated wild animal's invasion to the school hindered protection of instructional time. They added that elephants block learners going to schools hence this hindered protection of instruction time by increasing absenteeism and finally 1 percent of the teachers stated that sand harvesting made learners not to attend schools in the region. Table 4.10 below shows educators and school administrators' responses on effects of livestock rustling on Head teachers' protection of instructional time.

Opinion	Yes %	No %
Livestock rustling leads to closure of your school	57.5	42.9
Destruction of learning materials as a result of livestock rustling affects management of learning time affects	65.9	34.1
Livestock rustling leads to increased teachers and learners' absenteeism	64.3	35.7
Learners are psychologically traumatized as a result of livestock rustling	86.5	13.5

*Table 3: Effects of livestock rustling on protection of instructional time
SOURCE: Author (2019)*

From Table 4.10, 57.5 percent of the teachers and head teachers said that livestock had led to closure of their schools while 42.9 percent stated that livestock never led to closure of their learning institution. This agrees with Simuyu et.al (2016) that found out that livestock rustling led to displacements of families which in turn influence closure of learning institutions and as a consequence the head teachers are not in position to protect instructional time commendably. According to 65.9 percent of the respondent said that livestock rustling destroyed learning materials which in turn affected instructional time management. Livestock rustling has also led to increased teacher learner absenteeism in the region this was confirmed by 64.3 percent of the teachers and head teachers. It was also added that nomadism life style also affected protection of instruction time.

Moreover, 86.5 percent of the teaching staff and school administrators' stated that as a result of livestock rustling learners are psychologically traumatized. This makes teachers to spend a lot of time in school counseling them because they cannot concentrate in school. It was also noted that destabilization caused by livestock rustling affected pupils attendance because when parents migrate to secure places learners follow their parents to safeguard their dear lives. Some of the learners relocate to far places which makes it hard for the learners to attend schools. Those who manage to attend schools get to school very late due to long distances travelled between the school and the temporary safe homesteads.

	Frequency	Percentage %
Very little extent	47	37.03
Moderate extent	25	20.07
Very great extent	54	42.9

*Table 4: Overall Effects of Livestock Rustling on
Protection of Instructional Time
SOURCE: Author (2019)*

According to 37.03 % (47) of the teachers and head teachers livestock rustling to very little extent affects protection of instruction time, only 20.07% of the teachers and head teachers stated that to a moderate extent livestock rustling affects protection of instruction time. Majority of the respondent 42.9 % (54) said that livestock rustling to a very great extent affects protection of teaching and learning time. The result of this study coincides with findings of a research done by Anyango et.al (2017) livestock rustling is a major impediment to head teachers' protection of teaching and learning time. This is because during insecurity period's people are displaced to safe places hence learners are not able to attend schools.

5. Conclusions of the Study

In conclusions Livestock rustling is a major impediment to instructional leadership in public primary schools in Laikipia North Sub-County. As a result of livestock rustling menace head teachers are not able to provide instructional resources and protection of instruction time which in turns leads low academic achievement in the region. Majority of the respondent's pointed out that livestock rustling affected provision of instructional resources. Head teachers and teachers stated that as a result of insecurity created by livestock rustling sponsors withdrew their support to the schools this includes financial support, construction of classrooms, provision of books, feeding programs and employment of board of management (B.O.M) teachers. Instruction resources provided by government and non-governmental organizations (NGO'S) had also been stolen by people who settle down in schools during livestock rustling period's. The researcher found out that livestock rustling affected protection of teaching time in the public primary schools in Laikipia North Sub-county. Majority of the respondents itemized livestock rustling as a major cause of increased absenteeism in the region which affected protection of teaching and learning time in schools. With increased livestock rustling Head teachers was not able to protect instruction time due to increased absenteeism. The respondent's added other factors such as herding of livestock, hunger, sand harvesting and wild animals invasions affected protection of instruction time due to increased rates of absenteeism. It was asserted by teachers and head teachers that schools had been closed as a result of regular displacement of people due to insecurity created by livestock rustling. The researcher found out that learners are psychologically traumatized as confirmed by 85 percent of the Head teachers and teachers.

Teachers spend a lot of class time counseling learners who have lost parents during livestock rustling incidences. This deters protection of time set for teaching and learning.

6. Recommendations of the Study

Based on the research findings the researcher recommends that teachers in the region should be trained on guidance and counseling in order to counsel pupils affected by livestock rustling. Governments should educate people on the impact of their retrogressive activities on education for them to leave the livestock rustling vices. The government should support head teachers to ensure instructional leadership takes place by curbing livestock rustling. Non-governmental organization ranches should consider partnership with schools to sponsor some of school activities and provide instructional resources. Government should ensure police reservists escort teachers and learners to school during livestock rustling periods. There should be deployment of anti-stock theft police units. Government should ensure disarmament of both the Maasai, samburu and pokot region all the guns should be left with police reservists. National cohesion and integration commission should initiate a spear head dialogue that can make the Maasai, Pokot and Samburu to live in peace by constructing a school that admits learners among the three communities.

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