



INFLUENCE OF THE PASTORALISTS' FORMAL EDUCATION LEVEL ON ECONOMIC PROSPERITY: A CASE STUDY OF SAMBURU PASTORAL COMMUNITY, KENYA

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Abstract:

The study sought to examine the influence of the pastoralists' formal education levels on economic prosperity with a focus of Samburu pastoral community. Samburu are socially, economically and politically marginalized. Their economy depends primarily on the livestock industry and enjoy challenges that are prevent in other pastoralists communities. These challenges have led to high poverty levels amongst Samburu people with the percentage of people below the poverty line standing at 71.4%. This was the sixth highest percentage of poverty incidences amongst the forty-seven Kenyan counties. This study sought to examine the influence of female and male household heads education levels and income levels amongst the Samburu Community. The study concluded that the level of education of the female member of the household and the male head of the household influences the income levels of the household.

Keywords: pastoralists, formal education, economic prosperity

1. Introduction

Diverse factors expose the pastoralist communities to harsh economic conditions. According to Mengistu (2016) pastoralists normally economically support themselves through livestock keeping and through petty trade. The pastoralists also occupy arid and semi-arid regions that expose them to hunger, starvation and death of their livestock that are the primary economic activity. The arid and semi-arid regions often receive low and erratic rainfall has led to scarcity of pastures for their animals as well as drinking water for themselves and their livestock. This has occasionally led to livestock deaths and low quality livestock for commercial sale. Mengistu (2016) notes that in the recent past the pastoralists have tried to diversity their economic activities through land cultivation, petty trade, selling of charcoal and fuel wood amongst other activities.

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Despite these set of economic activities the pastoralists' communities remain largely poor and there is notable poverty levels within the communities.

The education status in any given community has been linked to poverty levels in various ways. Bendavid-hadar (2015) notes that acquisition of formal education is a means of obtaining higher income levels and therefore reducing the poverty level and the poverty cycle. This is achieved through gaining of skills and development of mental capabilities for higher problem solving skills. Tilak (2014) notes that formal education is associated with poverty reduction and higher income levels due to reduction in fertility rates, elimination of child labour, and improvement of skills of the individuals. Noting tenets of human capital theory, (Bonal, 2017) indicates that the link between education and poverty eradication lies in development of personal skills and competencies resulting on economic returns.

The study seeks to examine the influence of the pastoralists' formal education levels on economic prosperity with a focus of Samburu pastoral community. Chege (2014) notes that Samburu are socially, economically and politically marginalized. Akoyo & Songok (2017) note that the Samburu economy depend primarily on the livestock industry and enjoy challenges that are prevent in other pastoralists communities. These challenges have led to high poverty levels amongst Samburu people. According to Society for International Development (2019) Samburu has some of the highest poverty levels in the country. Society for International Development (2019) noted that the percentage of people below the poverty line stood at 71.4%. This was the sixth highest percentage of poverty incidences amongst the forty-seven Kenyan counties.

2. Research Objectives

The study was based on the following objectives;

- 1) To examine the influence of female member of the household education levels and income levels amongst the Samburu Community
- 2) To establish the influence of the head of the household education levels and income levels amongst the Samburu Community

3. Literature Review

The pastoralist communities enjoy low formal education status amongst most of their members due to diverse challenges linked to their environment, economic lives and way of life. Akinyi (2015) notes that amongst the factors influencing low formal education status amongst the pastoralist communities and especially the girls are the cultural beliefs and cultural rites of passage. The cultural beliefs and practices amongst the pastoral communities lead to girls being undertaken through Female Genital Mutilation (FGM) and early marriages practices. These practices have the effect of denying the girls opportunities to engage in education activities. The aspects of child labour has also had an influence on both boys and girls education rights within the

pastoralists communities. Hussein (2016) note that the pastoralists way of life leads to reduced opportunities for education advancement. In this context, Hussein (2016) notes that the pastoralists often lack permanent places of dwelling but often move dependent on the needs for their livestock that is water availability and grazing land availability. This works to disadvantage the child of school going age due to the movements from place to place. Other challenges that have been noted to influence the access to formal education for the pastoralists include lack of adequate infrastructure, the remoteness of many pastoralist groups, and lack of an inclusive education policy that considers the indigenous people's culture hinders the attainment of this goal (Koissaba, 2017). Elhadi, Nyariki, Wasonga, & Ekaya, (2012) note that the arid and semi-arid areas that pastoralists live tend to be characterized by fewer resources, low income, low level of human and social capital aspects. Elhadi et al., (2012) noted that poverty tended to be comparatively more prevalent in these regions.

Elhadi et al., (2012) examined the determinants of poverty amongst agro pastoralists in semi-arid areas of Kenya. Amongst the aspects that were examined included the influence of education of the household head on the poverty levels. The study was based on 125 households as the sample size. The study noted that increased education levels of household head increases access to information, skills and higher decision-making leading to improved income levels. Thus higher education levels were associated with improved income levels.

In Pakistan, Afzal (2017) undertook a study that sought to examine the link between education and economic development within the country. Afzal (2017) noted that the education influenced the economic development in many ways. Amongst these ways was the development of the human skills and attitudes towards economic opportunities creation and uptake. In this context, the education was linked with a reduction in the poverty levels within a given social-economic set up. This was attributed to high education status of workers often associated with higher income levels and greater variety of economic activities that an individual can undertake for economic self-sustenance.

There are diverse studies that have been undertaken that demonstrates the poverty levels amongst the pastoralist communities and causes of those poverty incidences. Mungongo & Mwamfupe, (2003) examined poverty and lifestyles of Maasai community in Tanzania. In relation to the role of education in alleviating poverty, the study noted that education is key in the development of human capital. This human capital represents the skills, knowledge, ability to labour and good health that enables deployment of strategies to earn a livelihood.

4. Research findings

4.1 Chi-Square Tests

The study used Chi-square tests to establish the relationship between level of education and income among households in Samburu East Sub-county. Chi-Square tested whether the two variables that are categorically measured are independent or not. The

null hypothesis of chi-square test states that two categorically measured variables are independent. Table 1 shows a cross-tabulation and Chi-Square test between male level of education and income among households in Samburu East Sub-county.

Table 1: Male Education and Income

Male Education	Income in Ksh.						Total	Fisher's Exact Test
	Below 3000	3,000- 5,000	5,001- 10,000	10,001- 15,000	15,001- 20,000	Beyond 20,000		
Never went to school	23	56	73	25	5	5	187	$\chi^2 = 96.769$ P < 0.05
ECDE/ Nursery	0	3	1	1	0	0	5	
Dropped out at Primary	7	16	21	9	1	0	54	
Primary(KCPE)	1	14	10	3	4	6	38	
Secondary/High school	0	4	11	8	3	3	29	
Village Polytechnic	0	0	1	1	0	0	2	
Certificate/ Diploma	0	0	5	0	2	4	11	
College								
University	0	1	0	0	2	0	3	
Total	31	94	122	47	17	18	329	

According to Table 1, majority of male respondents (187) never went to school and earned between Ksh. 5,001-10,000. It was further established that majority of those who never went to school earned below Ksh. 10,000. On the other hand, majority of male who went to university earned above Ksh. 15,000. Using Chi-Square, the study established there was a significant relationship between level of income and education level of male among households in Samburu East Sub-county. This is due to Fisher's Exact test of 96.769 above critical level and $p < 0.05$. Therefore, the null hypothesis stating that two categorically measured variables are independent was rejected. This implied the level of education of male affects the amount of income the household earns.

The study further performed a cross-tabulation and Chi-Square test between male level of education and income among households in Samburu East Sub-county as shown in Table 2.

Table 2: Female Education and Income

Female Education	Income in Ksh.						Total	Fisher's Exact Test
	Below 3000	3,000- 5,000	5,001- 10,000	10,001- 15,000	15,001- 20,000	Beyond 20,000		
Never went to school	25	68	86	32	5	7	223	$\chi^2 = 77.799$ P < 0.05
ECDE/ Nursery	1	2	1	0	0	1	5	
Dropped out at Primary	4	17	19	3	5	1	49	
Primary(KCPE)	1	6	12	11	3	5	38	
Secondary/High school	0	1	4	1	3	4	13	
Certificate/ Diploma	0	0	0	0	1	0	1	
College								
Total	31	94	122	47	17	18	329	

As depicted in Table 2, majority of female respondents (223) never went to school and earned between Ksh. 5,001-10,000. It was further established that majority of those who never went to school earned below Ksh. 10,000. On the other hand, all female who pursued a certificate level or diploma earned above Ksh. 15,000. Using Chi-Square, the study established there was a significant relationship between level of income and education level of female among households in Samburu East Sub-county. This is due to Fisher's Exact test of 77.799 above critical level and $p < 0.05$. Therefore, the null hypothesis stating that two categorically measured variables are independent was rejected. This implied the level of education of female affects the amount of income the household earns.

5. Conclusion

The study concluded that the level of education of the female member of the household and the male head of the household influences the income levels of the household.

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