INFLUENCE OF FISHING ACTIVITIES ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN LAMU EAST SUB COUNTY, KENYA

ABSTRACT

The aim of this study is to investigate the effect of fishing activities on academic performance among secondary school students in Lamu East Sub County. It will be guided by the following objectives; to find out the extent to which fishing activities influence student's school absenteeism, to investigate the extent to which fishing activities influence school dropout among secondary school students, to investigate the extent to which fishing activities influence academic performance among secondary school students. The Conflict Theory by Karl Max *et al.* (2005) will anchor the study. Mixed research methodology will be employed in which both qualitative and quantitative data will be collected. The researcher will employ descriptive survey research design. Target population will be 5 public secondary schools with 1200 students. Purposive sampling technique to select 4 public day secondary schools. The number of students to be involved in the study from each school will be proportionately sampled and then simple random sampling will be used to obtain the students in each school to participate in the study. The sample size will consist of 4 day secondary schools representing 80%, 60 boys and 80 girls who will represent 11% and 12% respectively.; questionnaires and interview schedules. The researcher will carry out a pilot study in one school to test the validity and reliability of the research instruments. A total of 32 students (16 boys and 16 girls) will be randomly selected from form one to from four to participate in the study. The researcher will use administration of questionnaires and interviewing to collect data. Data analysis will involve the use of two statistical methods; descriptive statistics (frequencies, percentages, mean and standard deviation) and inferential statistics (Pearson product moment correlation analysis). The results will be presented using bar graphs, pie charts and tables.

LIST OF ABBREVIATIONS AND ACRONYMS

FAO   Food and Agriculture Organization

ILO   International Labour Organization

IRB   Institution Review Board

KCSE   Kenya Certificate of Secondary Education

NACOSTI   National Commission for Science, Technology and Innovation

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Education, Social and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

INTRODUCTION

1.0 Introduction

This chapter presents an introduction to the study under the following subheadings; background to the study, statement of the problem, purpose of the study, research objectives and questions, justification, significance of the study, scope of the study, limitations and delimitations of the study, assumptions and operational definitions of terms used in the study.

1.1 Background to the Study

Across the world, education is a fundamental human right for everyone. According to UNESCO (2018), education is one of the goals in the 2030 sustainable development agenda that has been approved for implementation by the international community. For a long time, education has been considered as the most powerful tool that can be used to eradicate extreme poverty to enhance social and economic equity in all communities of the world. To achieve this, access to universal and quality education services is very key. The international community, national and local governments have established legal and policy frameworks to promote the right to quality education. For example, the United Nations General Assembly passed a resolution on education for sustainable development (2005-2014) that emphasized on quality, access and inclusiveness in the provision of education (UNESCO, 2018). The Convention on the rights of the child, provides that children should be protected from any form of discrimination such as child labour that

deniesthemanopportunityto attendschool.Despitetheeffortsthat havebeenmadeto
ensurethatallchildreninanypartoftheworld,regardlessofsocio-economicclassattend
schoolandhaveaccesstoqualityeducation,asubstantialnumberofchildrenmissschool
andothers don'tattendschoolatallforvariousreasons.

TheInternationalLabourOrganization(2018) estimatedthatabout218millionchildren
agedbetween5and17yearswereinemploymentindifferentcountries oftheworld.The
surveyindicatedthatnearlyhalfofthepopulationisfoundinAfricaandAsia.According
tothereport,childlabourisconcentratedinAgriculture(71%)primarilyinactivitiessuch
asfishing,livestockherding,forestryandaquaculture, 17%largescalefarmingand12%
intheindustrialsector.The focus ofthis studywillbeoninvolvementofchildrenin
fishingindustry. InBrazil, Vieira, Moraes andNunes (2013)intheirstudyonfishing
activities andeducationestablishedthatfishingaffectedschoollifeoftherespondents. It
wasrevealedthat39%oftherespondentsreportedtruancyand63%indicatedthatschool
timetableinterferedwiththeir fishingactivities. Thefindingsclearly indicatethatthe
participants clearlydidnotvalueschooling. InthePhilippines,ILO(2017)reportedthat
eventhoughthe countryhadmadeanadvancementin reducingchildlabourespecially
thoseworkinginthe fishingindustry,the percentageofchildren intheschoolgoingage
stillremainshigh.Inthereport,7.5%ofchildrenwerefoundtobeworking.Theproblem
continues topersistdespitetheinstitutionalizationoflaws thatprohibitemploymentof
childreninanyindustry.

Asurveyconductedbythe ILOintheyear2013revealedthat inThailand,halfof thework
forcein fishingindustrywere agedbetween18and28years.Thestudyalso establishedthat
sevenoftherespondentswerebelow15yearsand26wereagedbetween

15to17years.Shockingly,majorityoftherespondentshadverylittleformaleducation. The findings implythatinmostcases thosewhoparticipateinfishingactivities dropout ofschoolwithoutevencompleting basiceducationtoengagein fishing.Thesametrend was observedbyUNICEF(2016)reportonchildlaborandexploitationinSouthAsia.It wasrevealedthatchildren agedbetween5-14yearswereemployedespeciallyin the fishingsector.Thisproblemwasattributedtopoverty,weaklaw enforcementagencies andlackofdecentjobopportunities forparents toprovidefortheir children.

InAfrica, participationofschoolgoingchildreninfishingactivitiesisamatterofserious concern. For instance, inNigeria government agenciesaregrappling with students skippingclassestoparticipateinfishingactivities(Abane, 2014). The riverinenatureoftheSouthernpartofthecountryexposesthestudentstofishingactivities thattempt them to abandontheirstudies.Udoh,AchikeandMkpado (2013)studied the effectsoffishingactivities onacademicperformanceofstudentsinAkwaIbomstate.It wasreportedthatacademicperformanceofthestudentswasstatisticallyinverselyrelated tofrequencyoffishingactivities perweek.Partofotherliteraturesuchas Ray(2002) indicatethatthereisatradeoffbetween education andchildlabour.Childrenwho participateinlabour relatedactivitiesperformdismallycomparedtothosewhodonot participateintheseactivities.AllAfricancountrieswithacoastlineandinlandlargewater body experience someform of child labour who get involved in fishing activities (Westaway,Barratt&Seeley,2009).InUganda,Walakira*etal*.(2008) notedthatchild labourinthefishingindustry59%ofthechildrenwerenotattendingschool,54%dropped outand5percentwere neverenrolled.The reasonsthatwerecited forschooldropouts include;paidwork,groupinfluenceandlackofmoneytopayschoolfees.

In Kenya, communities living around Lake Victoria and along the Indian Ocean majorly derive their livelihood from fishing activities. This is because coastal and lake regions are characterized by extreme climatic conditions that cannot support other economic activities such as agriculture. To work in the fishing industry, one does not require special skills and this opens an avenue for school going children to work in the fishing sites (Westaway, Barratt & Seeley, 2009). A study carried out by K'achieng (2011) investigated how fishing activities affected schooling of primary school pupils in Lake Victoria region. The researcher found that fishing related activities impacted negatively on academic performance of the pupils. Fishing which is considered as a primary form of production is normally concentrated in areas called fishing stations. In these areas, children are involved in activities such as boat making, smoking and drying the fish, removing fish from the nets and sorting among others. In small fishing stations, some activities such as smoking, salting, drying and bagging take place at home (Ojijo, 2016). Students are involved in the evening and in the morning before the catch is taken to the market.

A comparative study by Christopha and Sonja (2007) established that fishing activities affected academic performance of primary school pupils along the beaches. The pupils who were involved in fishing activities had significantly lower academic scores compared to those who were not involved. The results corroborate the findings of Omwenga (2015) who demonstrated that child labour contributed to poor performance and high dropout rates. The work given to the students not only leaves them tired to concentrate on their studies but also robs them learning time. When students start working

forpayment,theytendtolooseachievementmotivationforacademicswhichaffectstheir learningandfuturecareerendeavors.Balancingbetweenthedemandsofworkandstudies can proveto bedifficultfor thestudents.Theextensivedemandstaketollonthe children'sphysicalenergyleavingthemexhaustedtoattendschoolorconcentrateontheir studies.

Disturbedbyhighlevelsofpoverty occasionedby highprevalenceofHIV/AIDSin Voi Sub County,Omwenga(2015)carriedoutastudytoinvestigatetheeffectofchildlabour onthe academicperformanceofpupils.Thefindingsshowedthatmajorityofthepupilswere involvedinactivities suchas hawkingandinformalbusinesses.Thepupils were introducedtochildlabourbyfriends andrelativesbecausetheywantedtogetmoneyto buyfoodfortheirfamilies.Thepupilswhowere notinvolvedinchildlaborperformed betterthanthosewhowereinvolved.

1.2Statementoftheproblem

Thecentralproblemthisstudyseekstoaddressis belowaverageacademicperformance amongmoststudentsindaysecondaryschoolsin LamuEastSubCounty.Inthelastthree years(2016,2017 and2018)thesubcountyhasbeenperformingdismallyin Kenya Certificate Secondary Education withmean scoresof1.74(D-), 1.98(D-) and2.27(D-)respectively. Inthe threeyears, thesubcountywasranked thelastinLamu County.Majorityofthestudents

whoscoreextremelybelowaveragegrades inKCSEmiss outopportunities forfurther studies andemployment.Ifthis trendcontinues,thentheeducationsystemwillfailto deliver thepromisesof education.Thegraduateswill beinadequately equippedto contributeoptimallyto socialandeconomicdevelopment.Consideringthatfishingisthe onlymajoreconomicactivityinLamuEastsubcounty,the belowaverageacademic performancemaybeassociatedwithit.

Pastresearchworkas demonstratedinthebackgroundtothestudythatexaminedthe influenceoffishingactivities onacademicperformancewereconductedoutsideLamu EastSubCountyusingsamplesofprimary schoolpupils.Relatedstudiesthatwere carriedoutinthe coastal region focusedonthe factorsassociatedwithchildlabour.So far, there are limited studies that have beencarriedoutinLamuEastSub Countytoexamine theinfluenceoffishingactivities onacademicperformanceofstudents indaysecondary schools.Therefore,thereis needfortheproposedtostudytobridgethegapinaneffort toprovideempiricalevidencethatmaybeusedtoimprovethequalityofsecondaryschool educationinthearea.

1.3Purposeofthestudy

Thepurposeofthis studyistoinvestigatetheeffectoffishingactivities onacademic performanceamongsecondaryschoolstudents inLamuEastSubCounty.

1.4Objectives

i. Tofindouttheextenttowhichfishingactivities influencestudent's school attendance in Lamu East Sub County.

ii.   Toinvestigatetheextenttowhichfishingactivitiesinfluenceschooldropout

amongsecondaryschoolstudentsin Lamu East Sub County.

iii.   To find out if there are gender differences amongsecondaryschoolstudents

inLamuEastSubCounty.

iv.   Toexaminetherelationship between fishingactivitiesand learning outcomes

amongsecondaryschoolstudents inLamuEastSubCounty.

1.5Researchquestions

i.   Whatis theextenttowhichfishingactivities influencestudent's school

attendance in Lamu East Sub County?

ii.   Towhatextentdofishingactivities influenceschooldropoutamong

secondaryschoolstudents in Lamu East Sub County.?

iii.   Are there gender differences in school attendance and academic

achievement amongsecondaryschoolstudents

inLamuEastSubCounty?

iii.   Whatis therelationship between fishingactivitiesand learning outcomes

amongsecondaryschoolstudents inLamuEastSubCounty?

1.6Justificationofthestudy

Similarstudiesthatsoughttoaddressthe   problemthisstudyintendstoinvestigate   have

beencarriedoutinotherpartsofthecountry.Forinstance,some   studies   have   reportedthat

secondaryschoolstudentsparticipate   in   fishingactivities

whileattendingschool.Theactivities   thestudentswerereportedtobe

involvedininclude;actualfishing,repairingboatsandnetsandremovingthe   fishfrom

thenets.Thestudentswhowereinvolvedinfishingactivitieswerefoundtobeperforming

poorlyinacademics. Other studies have revealedthat primaryschoolpupilswholivedaroundLakeVictoriawereinvolvedinfishingactivities.

Thefindings revealedthatpupilswhowereinvolvedinfishingactivitiesperformed poorly.Mostof theresearcheffortsthathavebeenmade,usedsamplesofsecondary schoolstudentsdrawnfromregionsoutsideLamuEastSubCounty.Asindicatedinthe background to thestudy, majority ofthesecondary schoolsin thesub county are grapplingwithbelowaverageacademicperformance.Thesubcountyis surroundedby theIndianOceanandassuch,fishingisamajoreconomicactivityinthearea.Sincelittle isknownintermsofresearchontheeffectsoffishingactivitiesonacademicperformance, thereisneedforthisstudytobridgethegapinanefforttounearththefactorsthatmay beassociatedwithdismalacademicperformance.Thefindings maybeusedtoaddress this probleminordertoimproveeducationstandards intheregion.

1.7Significanceofthe Study

Thefindingsofthisstudywillbeofbenefit toeducationpolicymakers,school administrators,teachersandparents.Educationpolicymakersmayusethefindings to formulatepoliciesthatbarsecondaryschool studentsfrom beinginvolvedin fishing activitiessothattheycanconcentrateontheirstudies.Schooladministratorsandteachers mayalsobenefit fromthisstudyfindingsin theircollaborativeefforttosensitizethe parentsandthecommunityatlargeontheeffectsoffishingactivities onacademic performanceofstudents.Theparentsmayalsousethisinformationtoguidetheirchildren onthe negativeeffectsofbeinginvolvedin fishingactivitieswhile attendingschool. Futureresearchersinthisareamayalsousethefindingsofthisstudyforfurtherresearch tocreatenewknowledge.

1.8 Scope of the study

This study will be restricted to Lamu East Sub County in Lamu County. According to the records obtained from the sub-county Education Office, the KCSE mean score has been below average and comparatively low in Lamu County. In the year 2016 the KCSE mean score of the sub county was 1.74, in 2017 it was 1.98 while in the year 2018 it was 2.27. The study will focus on public secondary schools because they are the ones that have been mostly affected by dwindling academic results. The researcher will involve selected students from form one to four, class teachers and the school principals to collect data. Questionnaires, document analysis and interview schedules will be used to collect data from the respondents. Mixed method research design will be employed in which both qualitative and quantitative data will be collected, analyzed and then interpreted to establish the nature of relationships among the study variables.

1.9 Study Limitations

The following will be the study limitations;

i. The study will be carried out in Lamu East Sub County and therefore the results may not be generalized to other regions in Kenya due to social and cultural differences that exist. However, the researcher will use a representative sample to increase the external validity of the research findings.

ii. The use of questionnaires to collect data is subjective as the respondents may tend to give favorable responses. To enhance the reliability of the responses, the researcher will explain in details to the respondents the purpose of the study and assure them confidentiality of the information they will provide.

1.10 Delimitations of the study

The study will only focus on fishing activities and how they influence academic performance of secondary school students in Lamu East Sub County. There are many other factors that affect academic performance of students but this study will only investigate fishing activities because there is no similar research that has been carried out in the area. The other delimitation of this study is that the sample will be selected from public day secondary schools. All public day secondary schools in the subcounty have been registering poor academic performance in national exams. Data collection will only involve the use of self-reports and document analysis because these techniques will give the researcher an opportunity to collect a lot of information within a limited time. This will be appropriate for this study because the respondents are usually very busy.

1.11 Assumptions of the study

The study will make the following assumptions;

i. There are some students in public day secondary schools in Lamu East Sub County who are involved in fishing activities.

ii. The students will cooperative and varnish the researcher with honest answers.

iii. The students involved in fishing activities will accurately report their experiences.

1.12 Operational Definition of terms

Academic performance: It refers to the mean of the marks the student will score in end of term examination

Fishing activities: It refers to the activities such as actual fishing, offloading fish from boats, **s**elling fish, washing and preserving fish, loading and offloading fish merchandise

School dropout: It refers to the act of quitting school by a student to engage in fishing activities.

Student absenteeism: This refers to the number of days a student misses school to engage in fishing activities.

School attendance: The percentage of the total number of days a student attends school in a term.

LITERATURE REVIEW

2.0 Introduction

This chapter presents empirical literature on fishing activities, influence of fishing activities on school attendance, gender differences in school attendance and academic performance influence of fishing activities on school dropout and influence of fishing activities on academic performance. It also presents summary of literature review, research gaps and theoretical framework.

2.1 Fishing activities

Research on involvement of children in fishing activities has been conducted in various parts of the world. Ferdousi and Faruk (2016) carried out a study in Bangladesh to

investigate engagement of children in the fishing industry. The researchers used the longitudinal study approach to collect data from 492 workers among them 20.33% were identified as children. Structured questionnaire was used to collect data from the child workers. It was established that all the child workers were involved in feeding the fish, feed preparation, sorting and grading of fish. It was reported that the children were involved in the fishing activities because of poverty and school dropout. Most of the children who were found working in the fishing farms in order to support their families and their parents gave the consent to be recruited. ILO (2012) study found that employment of children in the seafood production industry is still practiced. It was noted that in different parts of the world, that children were employed in the fishing industry, fish docks, fish processing and packaging. The study established that in Thailand the prevalence of child labour in the fishing industry was 9.9%. Most of the children were aged 15-17 years who had dropped out of school.

In the Nothern Coast of Brazil, Vieira, Moraes and Nunes (2013) reported school going children were involved in fishing activities. Children as young as 7 years were found to be engaged in various fishing activities such as smoking and selling of the fish. About 39% of the children indicated that occasionally they skipped school to engage in fishing activities. The tendency of child labour in African countries bordering coastlines is also common. Achike and Mkpado (2013) demonstrated that 30% of the teenagers who were involved in fishing activities did not do well in school. Most of the teenagers who were involved in fishing activities were from large families. Similar results were reported by ICF Macro (2011) in Uganda. The survey found that a substantial number of the workforce in

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thefishingindustrywere   teenagers.Itwasfoundthatsome   ofthe   childrenwere   not

attendingschoolwhileothers had droppedoutofschool to engage in fishing activities.

InEastAfrica,communitiesthatlive   aroundinlandlarge   waterbodiessuchasLake

VictoriaandalongtheIndianOceancoastlineare   majorlydependentonfishingas   asource

oflivelihood.Theindustrylargelyemploysunskilledworkerswho   residearoundthe

fishinggrounds(UNESCO,2008). Research has demonstrated that child labour

among communities that live around Lake Victoria is very common (Odero,

2013). Engagement of children in fishing activities has been aggravated by the

fact that no special skills are required for one to work in the fishing industry.

Kwiringira   et   al.   (2019)

reportedthatprimaryschoolpupilswereinvolvedinfishingactivitiesaroundLake

Victoria.Thestudyestablishedinvolvementin fishingactivitiesnegativelyaffected schooling

of   the   children.Ligere,PoipoiandMaragia   (2012)alsoestablished

thatprimaryschoolpupilswereinvolvedinfishingactivitiesinSubaandHomaBaydistricts.The

pupilswhowere engagedinfishingactivitiesperformedpoorlyin academics.

2.2 Academic performance

Academic performance of secondary school students and the factors related to it have

received a considerable amount of research. In India, Kapur (2018) observed that

academic performance in most secondary schools was below average. The researcher

noted that children from poor backgrounds were engaged in employment to contribute to

family income. It was established that that some school going children were involved in

part time employment while others were involved in full time employment. For example,

some students were reported to be employed in the production of handicrafts. Due to the

loss in valuable learning time, the students involved in employment score below average grades in academics.

A research by Holgado, Jariego and Ramos-Vidal (2014) investigated the influence of child labour on academic performance of children. The researchers interviewed 3302 children to evaluate child labour variables and how they affected academic performance. Data analysis was done using logistic regression. The findings showed that child labour conditions, number of weekly hours dedicated to work activities negatively affected academic performance of the children. The children who were involved in work activities were found to perform poorly in academics compared to their peers who were not involved in work activities. Poor academic performance of the children was attributed to conflict between work activities and studying.

Abane (2014) carried out a study to investigate the effect of child labour on academic performance of secondary school students in Cross River State, Nigeria. The study examined academic performance of children involved in work activities and those that were not involved in work activities. Post test scores were used to test the research hypotheses and the results showed that child labour negatively affected academic performance of the children. Relatedly, Nyandwi (2014) conducted a study to investigate the factors associated with poor academic performance among secondary school students in Tanzania. The researcher selected the school heads and district education officers through purposive sampling. The students were selected using systematic sampling procedure. The results of binary logistic and inferential analysis revealed that poor

academic performance was associated with poverty. Some students were reported to be attending school irregularly while others completely dropped out of school due to poverty. High poverty levels forced some students to engage in employment to meet the basic needs. Engagement of students in employment negatively affects academic achievement.

In Kenya, Kieti (2017) investigated the factors associated with academic achievement among students in public secondary schools in Machakos County. The sample of the study consisted of 40 teachers, 10 principals and 230 students. Data were gathered from the respondents using questionnaires. The collected data were then analyzed using regression analysis and one way ANOVA. The results showed that inadequate learning resources greatly affected academic performance of the students. The findings also showed that there was a significant and positive relationship between academic performance and administrative practices. Children from low socio-economic background were involved in other activities for income which negatively affected their academic performance.

2.3 Influenceoffishingactivities onschoolattendance

Eventhoughchildlabourinthefishingindustryisacommonproblemalonglargewater bodies,ithas notreceivedmuch researchattentiononhowitinfluencesschool attendance.ChristophaandSonja(2007)notedthatinmanyfamiliesthatareheadedby childrenengageinfishingactivitiesattheexpenseofgoingtoschool.The fishing industry absorbsabout 57.6%children whoarein theschool ageworldwide(U.S EmbassyinKenya, 2002).AccordingtoFAO(2004)reportedthatin Bangladeshthereis ahighincidenceof

childlabourinthefishingrelatedactivitiesaccounting for about36% ofthelabourforce.Itwasreportedthatgirlssometimesskipschooltofetchfirewoodthat is usedtosmoke fish.Somegirls areindirectlyinvolvedinthe fishingactivities suchas takingcareofthesiblingswhenthemothersgotoattendtofishingactivities.InGhana, it was reported that childlabourinthefishingindustrycontributes about2.5%tochildlabourintheworld. Some of the children skip school to work in the fishing industry while others drop out of school to engage in fishing activities.

In Nigeria, Udoh,Achike andMkpado(2013)designeda studytofindoutthe influenceoffishing activitiesonacademicperformanceof students.Theresearchersusedstratifiedrandom samplingtoselect56students toparticipateinthestudy.Interviewschedules, observations,questionnaires,publishedandunpublishedmaterials wereusedtocollect data.The collecteddatawere thenanalyzedusingdescriptivestatisticsandlogit regressionanalysistechnique.Thefindings indicatedthat41%and42%ofthe respondentsspent3-4and5-6hoursrespectivelyeachdayonfishing.Itwasalsoreported that64%ofthestudentswhoparticipatedinthestudywereinvolvedinfishing 3-4days inaweekattheexpenseofschooling. Involvement in fishing activities was found to have a negative effect on academic performance of the children.

Inanotherstudy,AmaluandAbang(2016)examinedschoolabsenteeismamongprimary schoolpupils.The studyuseddescriptive survey researchdesignwithasample of320 respondents.Thesampleofthepupilswasselectedusingmultistagesamplingtechnique. Observationchecklistandquestionnaires wereusedtocollectdata.Theresults indicated thatfinancial constraintsand lackofinterestwereresponsibleforschoolabsenteeism.

LoraineandAustin(2010)pointedoutthatabsenteeismoccurswhenparentsintentionally keeptheirchildrenathome sothattheycanassisttheminworkingathome.Some scholarshaveidentified schoolabsenteeismasacomplexand multifacetedproblemthat is influencedbymanyfactors (Kearny,2008).

Lugonzo,ChegeandWawire (2017)investigatedhowthefishingactivities aroundLake Victoriaaffectedschoolattendanceamongsecondaryschoolgirls inSiayaCounty.A totalof159 studentsand16teacherswerepurposivelysampledtocompletethe questionnaires. Theresearchersalso used non-observationsand interviewschedules techniquetocollectdatafromthe respondents.Theresultsofthedescriptivesurvey revealedthatthenumberofgirlsattendingschool waslowcomparedtothenumberof boys.Itwasalsoreportedthatthegirls whowerenotattendingschoolweremostly involvedinfishprocessing,fishmarketingandsexinexchange forfish. Theseactivities madethegirlstomissattendingschool.There wasasignificantrelationshipbetween fisheriesandattendanceofgirlsinsecondaryschools.Thegirlsgotinvolvedinthefishing activities sothattheycanprovidebasicneeds fortheirfamilies.

2.4 Influenceoffishingactivitiesonschooldropout

InIndia,GoudaandSekher(2014)conductedaresearchtofindoutthefactorsassociated with schooldropoutsinIndia.BasedonFamilyhealth surveydata,75%of childrenaged 6to16years wereattendingschool.Approximately14%ofthechildrenwerenot schoolingandabout11%ofthechildrendroppedoutofschoolforvarious reasons.The rateofdropoutwas foundtobehigherwithparents whowerenotworking.Theparents allowedtheirchildrento beemployedto supplementfamilyincome.Husain(2005) observedthatlowlevelofparentaleducationcontributedto schooldropout. Povertywas alsocitedasoneofthecausesofschooldropout.Inthestudyitwasconcludedthatschool attendancevarieddirectlywithsocioeconomicstatus.

A research by Ekegre and Edet (2010) examined the factors associated with school dropout among students in Ghana. The study used survey design to examine the extent to which the independent variables influenced the dependent variable. Probability and purposive sampling techniques were used to select a sample of 200 pupils and 200 parents. Data were collected using cumulative records, registers and then analyzed using correlational statistics. The results showed that there was a significant relationship between parental socio-economic status and school dropout. It was also revealed that some pupils especially those from poor backgrounds dropped out of school to engage in employment.

In Kenya, MakoraniandMuli (2017)examinedthe factors associatedwithschooldropoutamong primaryschoolpupils inLamuCounty. Theresearchersemployeddescriptivesurvey researchdesignwithasampleof32respondents.Tocollectdata,eachoftherespondents wassuppliedwithaself-constructedquestionnaire.The responsesweresummarized using

means, frequenciesand standard deviation. Thefindingsindicatedthat socio economic factors such as family background and cultureaffected retentionrate in secondaryschools.Students frompoorbackgroundsdroppedoutofschooltoengagein payedlabourduetolackofschoolfees.

AnotherstudybyLugonzo,ChegeandWawire(2017)investigatedthefactors that associatedwithschooldropoutamongsecondaryschoolgirls.Theresearchers adopted descriptivesurveyresearchdesign.Purposivesamplingwas usedtoselect159students and16teacherstoparticipatein thestudy.Questionnairesandnon-participant observationswereusedtogeneratequantitativedatawhileinterview guideswere employedtogeneratequalitativedata.Theresultsofdataanalysisshowedthat84% of theparticipants agreedthatgirlsdropoutofschooltoengageinfishingactivities.The resultsalsoshowedthattheschooldropoutrateforgirlswashigherthanthatofboys. Fishingactivitiesandpovertywere citedtobe amongthe reasonswhygirlsdroppedout ofschool.

Segumba (2015) conducted a study to investigate the factors associated with school dropout among primary school pupils in Tanzania. The sample size comprised of 36 pupils, 30 teachers, 6 head teachers and one DEO. The respondents were selected using purposive and simple random sampling techniques. Quantitative and qualitative data were collected and then analyzed. The results showed that due to poverty some of the children dropped out of school to engage in employment to supplement family income. This problem was found to be common among uneducated families.

In another study, Anyango (2011) explored the influence of fishing activities on school participation among primary school pupils in Karachuonyo Division. The study employed descriptive survey research design with a sample size of 123 respondents consisting of class

teachers and the head teachers of the sampled schools. The researcher used questionnaires and interview schedules to collect data from the teachers and school heads respectively. Quantitative data were analyzed using descriptive statistics while qualitative data were examined using thematic analysis. The results showed that various fishing activities affected the participation of the pupils in school activities. Some of the activities that were found to affect school participation include actual fishing, seasoning and selling the fish. The respondents reported that some of the pupils dropped out of school to engage in fishing activities.

2.5 Gender differences in school attendance and academic achievement

2.5.1 Gender differences in school attendance

The issue of gender differences in school attendance has been a topic of scholarly discussion for some time but findings of the studies conducted in different parts of the world are contradictory. Sackey (2007) studied the factors that influence school attendance focusing on gender perspective. The study utilized data from surveys that were conducted in different areas. It was established that household resources and parents education affected school attendance for both boys and girls. Regarding gender differences in school attendance, it was found that the number of boys attending school was higher than that of girls.

A study by Livumbaze and Achoka (2017) explored school attendance and gender differences in public secondary schools in Hamisi Sub County. The researchers sought to address the problem of sporadic attendance in most public schools in the area. The study adopted descriptive survey research design. The sample size consisted of 523 respondents; 383 students, 128 teachers and 12 principals. Document analysis, questionnaires and semi structured interview guides were used to collect data. Both descriptive and inferential

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statistics were used to analyze the collected data. The results indicated that there were gender differences in school attendance. School attendance for boys was higher than that of the girls.

Makorani and Muli (2017) carried out a study to examine the factors that affect retention rate in primary schools in Lamu County. The research was conducted using closed and open ended questionnaires which were administered to 32 head teachers. The findings revealed that the gender of children affected retention rate in secondary schools. The results also showed that more boys were attending school than the girls. The results are consistent with early findings of the minsistry of education which reported that enrolment of boys in secondary schools was 53.2% while that of girls was 46.8% (MOE, 2012).

Another study by Tarus (2016) investigated the effect of gender mainstreaming in secondary education on career aspirations and psychological adjustment. The students filled questionnaires while interview schedules were used to collect data from the head teachers and the guidance and counseling teachers. Chi square, linear regression analysis and ANOVA were used to analyze the data. The results showed that there was a significant relationship between gender mainstreaming and career aspirations among girls. The study focused on gender mainstreaming to address the problem of gender disparity in school attendant in secondary schools. The current study intends to explore gender differences in school attendance in Lamu East Sub County to provide current empirical literature on this topic.

Granda and Oprong (2013) carried out a study to investigate the factors associated with girl child drop out from secondary schools in Kenya. The tools used in data collection include

questionnaires, interview guides and document analysis. The results of data analysis revealed that poverty, education level, social and cultural environment and early marriages contribute to school drop out of female students. The results also confirmed the hypothesis that there were more male students in secondary schools that female students in the area of study.

2.5.2 Gender differences in academic achievement

There is an abundance of literature on the factors that influence academic performance of students. One of such factors that has been found to have a considerable effect on academic achievement is gender of the student. Adigun, Onihunwa, Irunokhai, Sada and Adesina (2015) carried out a study to investigate the influence of gender on academic performance of secondary school students in Nigeria. Questionnaires were administered to 275 students who were randomly sampled from federal government schools. The study used ex post facto research design and multistage sampling technique to select the respondents. The data obtained from the students were analyzed using independent samples t-test and the results showed that male students performed better than female students. However, the gender difference in academic performance was not statistically significant.

Another research by Sayid and Milad (2011) investigated gender differences in the factors that affect academic achievement among high school students. A total of 363 students who were in their first, second and third years were randomly selected to fill the questionnaires. The results showed that there were gender differences in the factors that were investigated and academic achievement. Majority of the girls who participated in the study had internal locus of control using attitude, time management and motivation and scored better marks in achievement tests. With regard to cognitive-motivational strategies, girls were found to

have more adaptive approach to learning and better academic achievement compared to boys.

Nnamani and Oyibe (2016) conducted a study to investigate gender differences and academic performance of secondary school students in Ebonyi State. The study used all 3479 students in the state to collect data. The researchers tested the null hypothesis using analysis of covariance and the results showed that the mean of academic performance of female students was higher than that of the male students. The results also revealed that female and male students taught by male teachers performed better than students who were taught by female teachers. The gender difference in social studies scores was found to be statistically significant.

In Kenya, Wangu (2014) conducted a study to find out if there were gender differences in academic performance among secondary school students in Kiambu County. Simple random sampling and purposive sampling techniques were used to select 40 students, 30 teachers, 5 head teachers and 5 directors. Data collection involved the use of interview guides and questionnaires. The results showed that male students performed better in certain subjects than female students and vice versa. Specifically, girls performed better in languages than boys while boys performed better in sciences and mathematics than girls. Concerning the views of the teachers on gender differences in academic performance, majority of them strongly agreed that boys perform better in academics than girls.

Another study by Mwangi and Ireri (2017) examined gender differences in academic performance among secondary school students. The study employed descriptive correlational research design with a sample of 390 students. The students completed

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California Healthy Kids Survey questionnaire. The researchers hypothesized that there were no significant gender differences in academic performance. The hypothesis was tested using independent samples t-test and the results showed that there was significant gender difference in academic performance in favour of female students ($t = 1.97$, $df = 388$, $p = .05$).

2.6 Influence of fishing activities on academic performance

The influence of fishing activities on academic performance has received a considerable research attention. Vieira, Moraes and Nunes (2013) conducted a study on fishing and educational level of young fishers on the Bonifacio village, Braganca, Northern coast of Brazil. The study employed a descriptive study. A sample of 41 young fishers aged 7-8 years was used. Data was collected monthly in 2006 using interviews and exploratory surveys with participatory observation. The findings of the study showed that there were fishing activities done by school going children either accompanied by their parents or by themselves. The young fishers interviewed stated starting fishing activities at 7 years of age. The results of the study also showed that 39% admitted being absent from school. Approximately 52% (11-18 years) having gone up to sixth grade and 63% of the young fishers indicated school as a priority.

Another study was conducted by Udoh, Achike and Mkpado (2013) to investigate the effects of fishing activities on the academic performance of teenagers in Nigeria. Purposive and stratified random sampling techniques were employed to select a sample size of 56 teenage students. Questionnaires, interviews and observations were used to collect data which was then analyzed using descriptive and logit regression technique.

The results showed that more males (54%) participated more in fishing activities than females (46%). It was reported that 12% of the teenagers who engage in fishing were position 1st-5th in their classes while 30% were positions 16th-20th in their classes. Teenagers who were not engaged in fishing performed better in their classes with 60% whose positions were from 1st-15th. Teenagers from large families participated more in fishing activities than those from smaller families. The large family's size negatively and significantly related to academic performance.

A study by Walakira and Byamungisha (2008) noted that school going children were involved in fishing activities in Uganda. The researchers established that 59% of the respondents were not attending school while 54% dropped out of school. An in-depth analysis established that students from fishing communities performed relatively poorer in academics than students from non-fishing communities. The findings of Walakira and Byamungisha (2008) also revealed that the rate of school dropout was high among children from fishing communities. School dropout was associated with poor academic performance which made the children to opt for paid work.

In Kenya, Ojijo and Kibera (2017) did a study on fishing activities and academic performance among secondary school students in Rachuonyo. A descriptive survey design was employed with a sample size of 292 respondents. Questionnaires were used to collect data which were analyzed using SPSS and Microsoft excel software. The results of the study showed that 91.7% of the students agreed that students who engaged in fishing activities tended to perform poorly in academics compared to their counterparts while 90% agreed that students engage in truancy to engage in fishing activities. Students engaged in fishing activities and associated activities pre-occupying them at the expense

ofacademicwork.Therespondentsreported82.9%beinginvolvedinactualfishing,

74.2%repairingoffishingnet,84.4%settingofnetsinthelake and83.9%removalof

fishfromthenets.

Relatedly, Ligere,Poipoi andMaragia (2012) conductedastudy toinvestigatethe

influenceoffishingactivitiesonacademicachievementsofprimaryschoolpupilsinSuba

andHomaBayDisctricts.A casual-comparativeresearchmethodwasemployed.The

samplesizeconsistedof337pupils.Descriptiveandinferentialstatisticswere usedto analyze

data.Thefindings ofthestudyshowedthatpupils engagedinfishingactivities

hadsignificantlyloweracademicmeanscores thanthosenotengaged.Thefindings also

showedthatboys notengagedhadasignificantlyhigheracademicachievementsmean

scorethangirls notengaged.

2.7 Theoretical Framework

ConflictTheorybyKarlMax*etal.*(2005)

Karl Max developedthistheory to explainthatin society thereisconflictamong

individuals,groups andsocialentities.Thetheoristarguedthatresources forachieving goals

inlifearescarceandthereis always competitionforthelimitedresources.The

theoryexaminestheresourcesthatindividualsor groupofpeoplehaveattheirdisposal

andhowtheycanbeutilized toachievegoals. Examplesofthescarceresourcesthe

theoristtalkedaboutincludestatus,materialresources, wealthprivilegesandknowledge.

Dueto thescarcity oftheseresources,Max argued that thehistoryofanysocietycan be

describedasahistory ofclassstruggle.Theexamplesofstruggle the theoristgave

include;strugglebetweenthehaves andthehavenots;therulingclass andtheruled;the

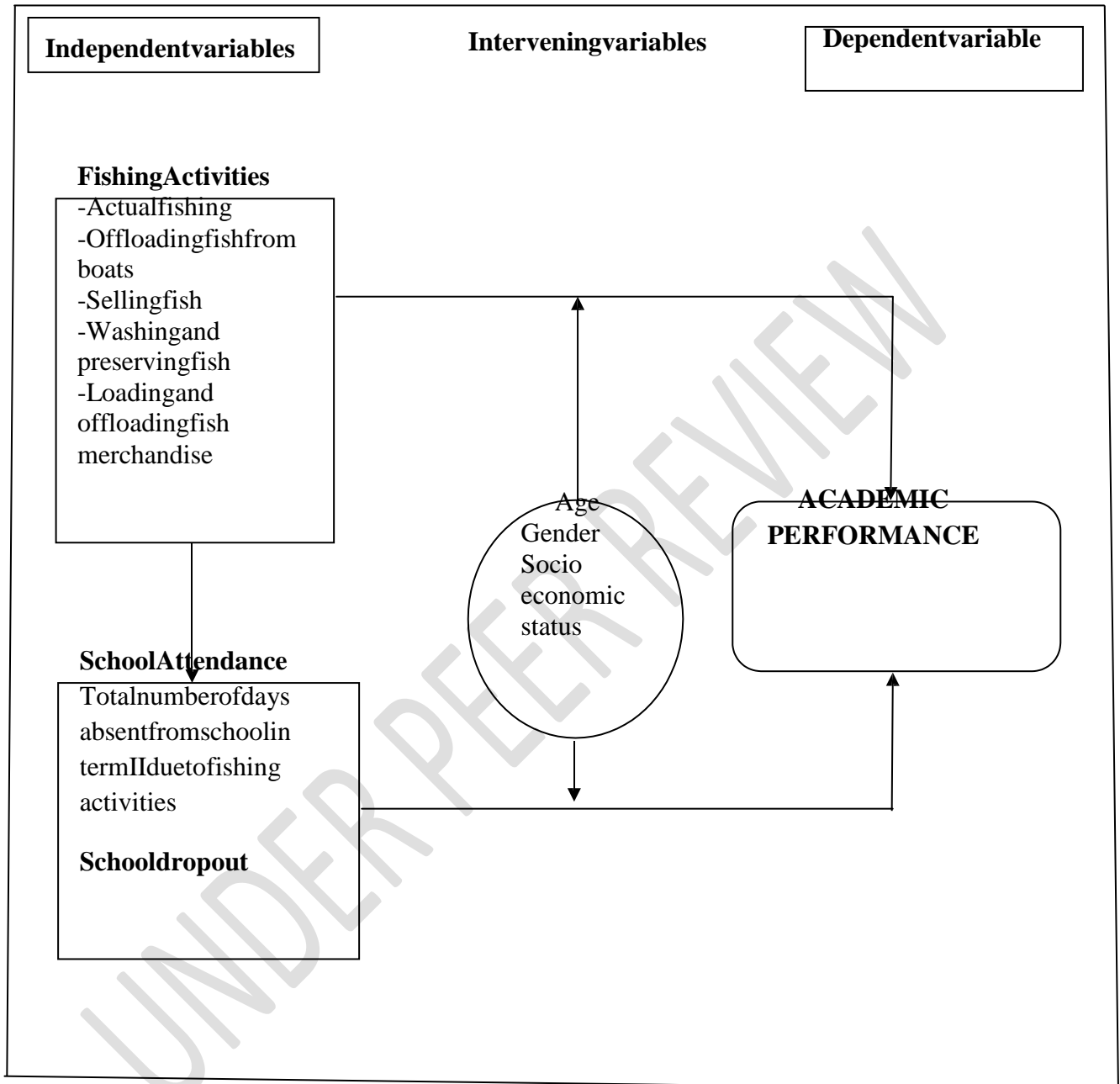educatedandtheuneducated. Thestratificationofsocialandeconomicstructureshasled

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toconflicts ineachstratum.

Schools andcommunitieswherestudents comefrom experience different   types of conflictsduetothescarcityofresources.Thistheoryisconsideredasthemostappropriate forthisstudybecausestudentsengagingin   fishingactivitieswhenthey   aresupposedto beinschoolinitsverynature   isaconflict.Thestudentshavetoconsidertoworkinthe fishingindustryforimmediatefinancialgainsor   gotoschoolandsecureadecentjob aftercompletionofstudies.Inotherinstances,astudentmaybe   willingtoattendschool butduetothescarcityof   financialresourcesthestudentwillbeforcedtostayoutof school.Suchstudentsmaybeforcedtoengageinfishingactivities   notbecauseoftheir choicebutbecauseofsocialeconomicbackground.Involvement   in   fishingactivities becomestheonlyoptiontoearnanincometomeetbasicneedsandevenraiseschoolfees toeducatethemselves.   Based   on   the   tenets   of   this   theory, theproposedstudyseekstoinvestigatetheinfluenceof   fishingactivities   on academicperformanceofsecondaryschoolstudents inLamuEastSubCounty.

2.8ConceptualFramework

Theindependentvariableforthisstudywillbefishingactivitieswhichwillinclude;actual fishing, offloadingfishfromboats, sellingfish, washingandpreservingfish,loadingand offloading   fishmerchandise.The   researcherconceptualizesthatstudentinvolvementin fishing   activitiesinfluencesschoolattendanceand   school   dropout.Thedependent variablewillacademicperformanceofthestudent.   Itwillbemeasuredusingendofterm examinationmeanscore.As   presentedin*figure2.1,*involvementin   fishingactivities affectsacademicperformanceofthe   students.Theinterveningvariableswillbe   age, genderofthestudentandsocio-economicstatus oftheparents orguardians.

2.9 ConceptualFramework

| **Independentvariables** | **Interveningvariables** | **Dependentvariable** |

FishingActivities
-Actualfishing
-Offloadingfishfrom boats
-Sellingfish
-Washingand preservingfish
-Loadingand offloadingfish merchandise

SchoolAttendance
Totalnumberofdays absentfromschoolin termIIduetofishing activities

Schooldropout

Age
Gender
Socio economic status

ACADEMIC PERFORMANCE

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——————▶ Anticipatedrelationship

*Figure1*Modelfortherelationships betweenindependentanddependentvariables

Source: Researcher (2019)

2.10ResearchGaps

Pastresearchworkontheinfluenceoffishingactivitiesonschoolabsenteeismshowed

thatsomestudentsmissedschooloccasionallytoworkinthefishingsites

Someofthestudentswere reportedbeabsentfrom schoolduetolackofschoolfees. Other

research   findings   pointedoutthat

absenteeismoccurswhenparentsintentionallykeeptheirchildrenat

homesothattheycanassisttheminworkingathome.Regardingschooldropout,students

frompoor   backgroundswerefoundtodropoutof   schooltoengageinpayedlabourdue

tolackofschoolfees. Studies on gender differences in school attendance and academic performance

reported contradictory findings; some in favour of male students while others in favour of female

students. This calls for more research in this area to contribute to this debate for more conclusive

findings.   Itwasalsoestablishedthatsomestudents

dropoutofschooltoengageinfishingactivitiesandfishingactivitiesnegativelyaffectedacade

micperformanceofstudents.

The   findingsofpaststudiesareimportanttoaddresstheproblemthis   studyseeksto

investigatebutthestudieswerecarriedoutoutsideLamuEastSubCounty.   Furthermore,

thestudiesusedsamplesofdrawnfromdifferent socialandeconomiccontextswhich limitthegeneralizationofthe findings. Therefore,thereisneedtoconductthisstudyin LamuEastSubcountytocomparetheresults.

2.11SummaryofLiteratureReview

Theliterature reviewedindicates thatteenagersinschoolgoingagewere involvedin fishingactivitiesindifferentcountriesacrossthe world.However,mostofthestudies usedsamplesofprimaryschoolpupils.Thefindingsofstudiesontheinfluenceoffishing activitiesonschoolattendanceindicatedthatlearnerswhowere involvedinfishing activitiesoccasionallyskippedschooltoworkin fishingsitesforpay.Concerningthe influenceoffishingactivitieson schooldropout,reviewedliteratureshowedthat incidencesoflearnersquitting schoolto beemployedin thefishingindustry havebeen reported.However,theageofthelearnersandreasonsforquittingschoolvaryfromplace toplace.

Research on gender differences in school attendance and academic performance reported mixed findings. Some studies reported that school attendance and academic performance for male students was higher than that of female students while others reported otherwise. Reviewedliterature onthe influence offishingactivitiesonacademic performanceoflearners demonstratedthatstudentswhowereinvolvedinfishing activities performedpoorlyinacademics.Poorperformanceinacademics was attributed toschoolabsenteeism,fatigueandlackofconcentrationtobenefit fullyfromlearning time.

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research methodology, research design, variables, locale of the study, target population, sampling procedures and sample size. It also discusses the research instruments, pilot study, reliability and validity of the research instruments, data collection techniques, data analysis and presentation, logistical and ethical considerations.

3.1 Research Methodology

This study will employ mixed research methodology in which both qualitative and quantitative data will be collected. The data will then be analyzed to answer research questions. Kothari (2004) stated that quantitative methodology involves the collection of data using numbers while qualitative methodology involves the use of narratives to collect data which is then analyzed to test hypothesis. This methodology is appropriate for this study because it will make the findings more reliable since the methodologies complement each other.

3.2 Research Design

The researcher will employ descriptive survey research design. This design is used in exploratory studies in which the researcher collects data, summarizes and presents it for interpretation to explain an existing phenomena (Orodho, 2002). According to Mugenda and Mugenda (2003) states that descriptive surveys are used when the aim of the study is to explain the current state of affairs with reference to two or more variables. This design is concerned with describing, recording, analyzing and reporting phenomena that exists or existed. This design is appropriate to this study because fishing activities and

academic performance are states that exist. Using this design, therefore, the study seeks to investigate how fishing activities influence academic performance of students in day secondary schools in Lamu East Sub County.

3.3 Research Variables

The independent variable will be fishing activities. The researcher will focus on actual fishing, offloading fish from boats, selling fish, washing and preserving fish, loading and offloading fish merchandise. The variables will be measured on a five point Likert scale ranging from never (1) to always (5) (See appendix). The fishing activities will be conceptualized to influence school attendance, drop out and academic performance. School attendance and school dropout will be measured at five point Likert scale. The scale will consist of strongly agree (5), agree (4), don't know (3), disagree (2) and strongly disagree (1).

3.4 Location of the study

The studywill be carried out in Lamu East Sub County.Statistics obtained from the sub County Education Office indicate that the sub county has been performing below average in the last three years. The KCSE mean scores for the sub county for the year 2016, 2017 and 2018 were 1.74(D-),1.98 (D-) and2.27 (D-) respectively. There are many factors that affect academic performance of students and research efforts have been made to address the problem. But there is a scarcity of research literature on the influence of fishing activities on academic performance yet in the area fishing is a major economic activity. Therefore, there is need forthe proposed studyto bridge the gap in an effort to unravel the factors associated with poor academic performance in the area.

3.5 Target Population

The target population for this study will be all students and principals in day secondary schools in Lamu East Sub County in the year 2019. There are a total of 4 public day secondary schools with 1200 students. The researcher will target public day secondary schools because day scholars have very high chances to be involved in fishing activities than boarders because they reside at their homes. The school principals will also be targeted because they are better placed to provide reliable information on how fishing activities affect academic performance of secondary school students.

3.6 Sampling Techniques and Sample size

The researcherwill use purposive sampling technique to select public day secondary schools. Statistics obtained from the sub county education office indicate that most public day secondary schools have been performing far below average in KCSE. From 5 secondary schools, purposive sampling will be used to select 4 schools. If the schools that will be sampled will have more than one stream, the researcher will use simple random sampling to select the stream to be involved in the study. The number of students to be involved in the study from each school will be proportionately sampled and then simple random sampling will be used to obtain the students in each school to participate in the study. The use of simple random sampling will give the students an equal chance of participating hence increasing the reliability of the findings.

Table 1 *Target population and Sample size*

	Target Population			Sample Size		
Schools	Students			Schools	Students	
		Boys	Girls			Boys	Girls

5	523	677	4(80)	60(11)	80(12)
Total		1200	4(80)	140 (12)	

Note. ( ) Percentage

The sample size will consist of 4 day secondary schools representing 80%, 60 boys and 80 girls who will represent 11% and 12% respectively. Mugenda and Mugenda (2003) recommends that a sample size of 10% or more is representative to give reliable findings.

3.7 Research Instruments

The researcher will use two self-constructed instruments to collect data; questionnaires and interview schedules.

a. Questionnaire

The student's questionnaire consists of four sections (Appendix). Section A will collect data on gender of the student, age, form and the marks the student scored in term II examination. Section B will collect data on fishing activities using a five point Likert scale. The highest score in this section will be 25 while the lowest score will be 5. A student who will score 25 will imply that the student is always involved in fishing activities and the one who will score 5 will indicate that the student is never involved in fishing activities. Section C will collect information on how fishing activities influence student absenteeism. Section D will collect information on the influence of fishing activities on school dropout. In the two sections the maximum score will be 25 while the minimum score will be 5.

b. Interview schedule

The researcher will use interview schedule to collect qualitative data from the school principals. The information that will be sought from the principal include gender, teaching experience, and highest education level. The researcher will also seek information on students who engage in fishing activities, absenteeism and school dropout due to fishing activities.

3.8 Piloting of the instruments The researcher will carry out a pilot study in one school to test the validity and reliability of the research instruments. A total of 32 students (16 boys and 16 girls) will be randomly selected from form one to from four to participate in the study. The sample size for the pilot study will be 23% of the sample size of the actual study. Connelly (2008) recommends that a sample size of 10-30 respondents is appropriate for a pilot study. The school where the pilot study will be conducted will not be involved in the actual.

3.9 Validity and reliability of the research instruments

3.9.1 Validity of the research instruments

The researcher will use the university supervisor and competent peers to establish face and content validity of the research instruments. Before conducting the pilot study, the research instruments will be presented to the university supervisor for expert judgement. The findings of the pilot study will be used to enhance the validity of the research instruments.

3.9.2 Reliability of the research instruments

Test-retest technique will be used to ascertain reliability of the research instruments. A total of 32questionnaires will be administered to students who will be randomly sampled from one school. After one week, the researcher will re-administer the research instruments to the same number of students and then after that the reliability coefficient will be calculated using Pearson product moment correlation analysis. The findings will be discussed with the university supervisor.

3.10 Data collection procedures

The researcherwill use administration of questionnaires and interviewing to collect data. The questionnaires will be administered to students who will be randomly sampled from form one to from four. Interviewing technique will be used to collect data from the school principals. The researcher will administer the research instruments and collect them the same day.

3.11 Data Analysis

Qualitative data will be organized into thematic areas and then categorized to answer research questions. Quantitative data will be coded into SPSS program version 21 and then checked for missing values and extreme scores. Data analysis will involve the use of two statistical methods; descriptive statistics and inferential statistics. Demographic information and data on fishing activities will be analyzed using descriptive statistics (frequencies, percentages, mean and standard deviation). Data on the influence of fishing activities on academic performance will be analyzed using Pearson product moment correlation analysis. The results will be presented using bar graphs, pie charts and tables.

3.12 Ethical Considerations

The researcher will observe all the ethical requirements in research process. Participation in this study will be voluntary and the respondents will not be required to write their names on the questionnaires. The questions in the research instruments will be written in a way that will not embarrass the respondents. The aim and purpose of the study will be well explained in the consent form which the respondents will be required read and understand and then make a decision to participate or decline to participate in

this study. The information the respondents will provide will be treated with uttermost confidentiality.

3.13 Logistical Considerations

The researcher will seek authorization letter to carry out the study from IRB Mount Kenya University. The researcher will then apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). Once the research permit is obtained, the researcher will assemble all the financial and material resources required to conduct the study. The County and Sub County Education Offices will be visited for authorization to carry out the study. The researcher will then book appointments with the principals of the sampled schools to agree on the appropriate date and time to collect data. The respondents will be briefed about the study and once they indicate that they have understood the instructions, they will be given the questionnaires to fill.

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