

**EFFECT OF PUPILS' INVOLVEMENT IN TOURISM ACTIVITIES ON  
ACADEMIC PERFORMANCE IN THE KENYA CERTIFICATE OF PRIMARY  
EDUCATION(KCPE) EXAMINATION IN DIANI, KWALE COUNTY, KENYA**

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**DECLARATION**

This research project report is my original work and has not been presented for any award in any other University.

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## **DEDICATION**

This work is dedicated to my wife Faith and our two children Blessing Mwende and Jesse Mwendwa for their love and support through-out the course.

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## **ABBREVIATIONS AND ACRONYMS**

CBS	:	Central Bureau of Statistics
CFE	:	Campaign for Fiscal Equity
CFPE	:	Compulsory Free Primary Education
CHAMP	:	Child Health Assessment and Monitoring Program
CSEC	:	Commercial Sexual Exploitation of Children
CSO	:	Curriculum Support Officer
ECPAT	:	End Child Prostitution And Trafficking
FPE	:	Free Primary Education
GoK	:	Government of Kenya
ILO	:	International Labour Organization
KCPE	:	Kenya Certificate of Primary Education
MOEST	:	Ministry of Education, Science and Technology
NCST	:	National Council for Science and Technology
SPSS	:	Statistical Package for Social Sciences
UCW	:	Understand Children’s Work.
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children’s Fund
USA	:	United States of America
WTO	:	World Tourism Organization

## ABSTRACT

The purpose of the study was to investigate the effect of pupils' involvement in tourism activities on their academic performance in the Kenya Certificate of Primary Education (KCPE) examination in Diani Zone in Kwale County. The specific objectives of the study were; to identify the tourism activities pupils are involved in; to establish the factors contributing to pupils' involvement in tourism activities; to examine the effect of the involvement on their academic performance in the KCPE examination and to examine the strategies put in place to curb the problem. This was done using the descriptive survey research design in which data was collected through questionnaires on the Curriculum Support Officer (CSO), 8 head teachers, 24 class teachers, 143 pupils and interviews on 5 community members of Diani. The data collected from the survey was analyzed and the results were expressed in frequencies and percentages. The findings revealed that pupils are involved in hawking, guiding of tourists, dancing in hotels and even prostitution due to poverty, desire for quick money, the presence of the European, pressure from parents, forced repetition, corporal punishment, broken families and promises of riches and foreign trips by the Whites. The study also revealed that pupils' involvement in tourism activities affects their academic performance in the KCPE examination. The conclusion of the study was, therefore, that pupils' involvement in tourism activities in Diani in Kwale County negatively affects their academic performance in the KCPE examination and that there is a glaring necessity for both the Central and the Kwale County Governments to take the issue seriously. The study recommends that clear laws aimed at stopping pupils' involvement in tourism activities in the Zone should be enacted. In addition, both the Central and the Kwale County Governments should come up with other strategies to curb the problem. Non-Governmental organizations should continue to raise awareness on the dangers of pupils' involvement in tourism activities. The study also suggests that similar studies be carried out in other tourism hubs the Coastal region like Mtwapa, Kikambala, Shanzu, Lamu and Malindi to compare the findings on the effect of pupils' involvement in tourism activities on their academic performance as pupils in these areas also perform poorly in the KCPE examination every year.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study.**

Surveys conducted by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1979), Noronha (1977) and Cleverdon (1979) have shown that the tourism industry is important to both the developed and developing countries. It is a source of foreign exchange, provides income for many countries and employment for their populations. It is also an important source of Government revenue. However, like any other form of development, the tourism industry, in some countries, has become a source of problems (Bulbeck, 2005). Pupils' involvement and exploitation in tourism activities is a cause for concern not only in the developing but also the developed countries.

According to Black (1995), the estimate numbers of children involved in tourism activities run from 13 to 19 million children under the age of 18. This accounts for around 10-15 of the formal tourism labour market. However, the International Labor Organization (ILO, 1996) estimates that about 250 million children in the world, most of whom are pupils, are involved in child labour including tourism activities. Out of the 250 million children, Asia is leading with 62 percent of the number, followed by Africa with 32 percent and then Latin America with 7 percent. The World Bank (1998) has also noted that out of three children, at least one is involved in some tourism activity. It is worth noting that children's involvement in the tourism industry has a historical dimension. It goes back to the period during the Industrial Revolution when children worked as tour guides (Dorman, 2001).

The tourism activities children are involved in fall under a number of sectors which include; accommodation, catering/ food and beverage, excursion/ recreational activities/ entertainment or tour operating/ transport, production and selling of souvenirs (Equitable Tourism, 2008).

Surveys carried out in Mexico and Columbia show that pupils are involved in hawking, begging and prostitution (UNICEF, 2006). In Brazil, pupils are involved in shoe-shining, street vending, begging and prostitution (Hazeu, 2014). According to surveys conducted by the End Child Prostitution And Trafficking (ECPAT, 2013) in Thailand, Cambodia, the Philippines, Gambia and the Dominican Republic on the tourism activities pupils are involved in, pupils are involved in hawking, begging and prostitution.

Another study carried out in India by the World Tourism Organization (WTO, 2004), revealed that pupils work in restaurants and shacks selling curios and trinkets, as beach boys and girls, rag pickers, tour guides or begging. They also work in hotels as bell boys, waiters and waitresses, maids, housekeepers, kitchen helpers, servers, porters or cleaners. A similar study carried out in Nigeria by the National Bureau of statistics working together with the International Labour Organization (ILO,2003) on the tourism activities pupils are involved in, indicates that pupils are involved in activities ranging from hawking to prostitution.

The findings of a study conducted in Ghana by the International Labour Organization (ILO, 2003) on the tourism activities pupils are involved in, indicates that pupils work in hotels and restaurants. A report by the Global Study on Sexual Exploitation of Children in Travel and Tourism (2015) revealed that pupils in Ghana involve themselves in

prostitution and use the money they get to pay for their schools expenses and even support their families.

Kenya's wildlife attracts many tourists to the country's national parks and game reserves. The sandy beaches and coral reefs also draw many visitors. The tourism industry is, therefore, of key importance to the economy. However, although the sector is beneficial to the country's economy, it has a fair share of undesirable effects, one of the most visible ones being its effects on pupils particularly in the Coastal region.

A survey conducted by Deche (2010) in Kilifi on the tourism activities pupils are involved in revealed that parents use their children, who are pupils, to assist them hawk fish to the tourists along the beaches. In a similar study carried out by Karuke (2012), it emerged that pupils in Kilifi sneaked out of school to look for tourist friends along the beaches. Consequently many of them abandon their studies and become beach boys and girls.

A report by the United Nations Children's Fund (UNICEF-Kenya 2006) revealed that more than 30% of the female pupils in Diani are involved in prostitution which, according to them, is an acceptable way of earning a living. According to the report, the unsuspecting pupils are usually cheated with promises of riches and trips to foreign countries. In another study carried out by the UNICEF-Kenya (2007) it was also revealed that pupils in Diani are involved in tourism activities during school hours.

According to a report released by the United States, Department of Labour, Bureau of International Labour Affairs (2011), pupils in Diani are involved in hawking and begging during the day and prostitution at night. Majority of the pupils are encouraged into tourism activities by their own parents (Dickson and Lumsdon, 2010). This is happening at a time when there has been growing concern over the declining standards of education in public primary schools in the area.

A performance report available at the Kwale County Education Office shows that public primary schools in Diani Zone have been performing poorly in KCPE as compared to some private primary schools in the area. The mean scores of the public primary schools in the Zone between 2010 and 2014, for instance, were below 250 marks.

**Table1.1: A comparison of KCPE Mean Scores in Public and Private Primary Schools in Diani Zone between 2010 and 2014**

YEAR	MEAN SCORES IN PUBLIC PRIMARY SCHOOLS	MEAN SCORES IN PRIVATE PRIMARY SCHOOLS
2014	217.56	304.6
2013	205.95	312.92
2012	215.83	314.75
2011	215.83	319.25
2010	221.91	319.02



Table 1.1 shows the KCPE examination mean scores in public and private primary schools in Diani Zone. It shows that public primary schools had performed poorly as compared to the private primary schools.

Although the problem of pupils' involvement in tourism activities is common, reaction on whether it affects pupils' academic performance is mixed. Pluss (1999) argues that while some researchers disagree, others agree that pupils' involvement in tourism activities or any other form of labour affects their academic performance.

Surveys conducted in Brazil, Lebanon, Sri Lanka and Turkey by L. Guarcello et al (2005) on the relationship between involvement in tourism activities and academic achievement, for instance, show that pupils' involvement in tourism activities does not necessarily affect their academic performance. Manacorda (2006) strongly argues that pupils' involvement in tourism activities enables them to pay for their own education and that of their siblings. This implies that it increases school attendance.

Omokhodion and Odutse (2006) are also of the opinion that there exists no relationship between any form of labour and a learner's academic performance. A similar study by Young (2009) on the relationship between work and academic performance also indicates that pupils in Cambodia combine school with work and it does not necessarily affect their academic performance.

However, according to a report by the United Nations Children's Fund (UNICEF, 2006) and the International Labour Organization (ILO, 2004) any form of child labour affects

the ability to attend school. Pupils who engage in any form of work have no time to go to school and even if they attend, their performance is poor.

Studies carried out in Mexico and Columbia in the Americas, Russia and Estonia in Eastern Europe, the Philippines, Mongolia and Vietnam in Asia, Kenya, Ghana and Nigeria in Africa by End Child Prostitution And Trafficking (ECPAT, 1990) on the impact of pupils' involvement in tourism activities on their education, have all shown that pupils involved in tourism activities or any other form of labour have problems obtaining formal education as it affects their attendance.

According to the Global Monitoring Report (2006), a lot of pupils in the Dominican Republic fail to complete their early education due to their involvement in tourism activities to supplement family incomes. The same report revealed that in pupils in Gambia are involved in hawking and prostitution due to poverty at the expense of their education.

A survey carried out in Sub-Saharan Africa and Cambodia by a Rome-based Centre for Understanding Child Work (UCW, 2003) shows that children's involvement in tourism activities delays school entry, reducing their chances of completing primary school. The same survey also revealed that pupils' involvement in tourism activities negatively affects their academic achievement.

Pupils' involvement in tourism activities in South Africa has led to their sexual exploitation leading to the spread of sexually transmitted infections among the pupils (S. Gossling, K. Schumacher and Morelle, 2004). Consequently, many of them drop out of

school. Mbaiwa (2005), in a study he carried out in Botswana on the impact of pupils' involvement in tourism activities on their studies, revealed that pupils adopt the Western style of dressing and traditionally unacceptable dirty language even in schools which negatively affects their academic achievements.

Halpern (2007), in a study he conducted in Norway on the relationship between attendance and academic performance, argues that there is a strong correlation between attendance and academic performance.

In a similar study in the United Kingdom, Wigley (2009), found that there is a clear relationship between attendance and academic achievement. A survey carried out by the Campaign for Fiscal Equity (CFE, 2011) in schools in the State of New York, USA, on the relationship between attendance and academic performance, found that learners' attendance is a statistically significant predictor of Performance. According to Cobly (2004), attendance is the main driver of academic success.

## **1.2 Statement of the problem.**

The Government is committed to the provision of education as a human right. This is why a lot of money is allocated to the sector (Republic of Kenya, 2008). Devolved funds such as the Constituency Development Fund (CDF) and the Local Authority Transfer Fund (LATF) have also been funding education related activities.

The quality of education in Kenya is measured by learners' achievements in national examination. However many of the public primary schools in Diani Zone continue to post poor examination results every year with the media and Non-Governmental reports attributing this failure to pupils' involvement in tourism activities as Diani is a tourism

hub in Kwale County. It was for this reason that the study sought to investigate the tourism activities pupils in Diani are involved in and its effect on their academic performance in the KCPE examination.

### **1.3 The Purpose of the Study.**

The purpose of the study was to investigate the tourism activities pupils in Diani Zone are involved in, identify the factors influencing the involvement and examine the effect of this involvement on their academic performance in the Kenya Certificate of Primary Education (KCPE) examination.

### **1.4 Research objectives.**

The objectives of the study were to:-

- i. identify the tourism activities pupils in Diani are involved in.
- ii. determine the factors that contribute to pupils' involvement in tourism activities.
- iii. examine the effect of public primary schools pupils' involvement in tourism activities on their academic performance in the KCPE examination
- iv. examine the strategies put in place to curb the problem of pupils' involvement in tourism activities.

### **1.5 Research questions.**

The study sought to answer the following questions:

- i. What tourism activities are pupils involve themselves in?
- ii. What factors contribute to pupils' involvement in tourism activities?
- iii. What is the effect of pupil's involvement in tourism activities on their academic performance in the KCPE examination?
- iv. What mechanisms have been put in place to curb the problem of pupils' involvement in tourism activities?

These were the major questions of the study but other questions were asked to obtain more clarity on the subject under study.

### **1.6 Assumptions of the study.**

The assumptions of the study were:

- i. That the teachers in public primary schools in Diani Zone are trained and qualified.
- ii. That the teachers in public primary schools in Diani Zone cover the syllabus at the right time.
- iii. That public primary schools in the Zone have enough instructional materials
- iv. That the public primary schools have rules and regulations which all pupils should adhered to.
- v. That the respondents would be honest and sincere as they responded to all the research questions.

### **1.7 Motivation for the study**

The study was motivated by two factors namely the growing concern of various stakeholders over the declining standards of education in public primary schools in Diani which is attributed to pupils' involvement in tourism activities and the reluctance by the community which has chosen to be silent about it.

### **1.8 Significance of the study.**

The findings will help the pupils to see how their involvement in tourism activities is affecting their academic performance. To the administrators, it will shed light on the tourism activities pupils are involved in and the extent to which the involvement is affecting their academic performance and, therefore, using the suggested recommendations, come up with ways of arresting the trend. More importantly, the results of the study will add to the existing body of knowledge on pupils' involvement in tourism activities in the Coastal region.

This will, therefore, contribute to the on-going debate on the factors contributing to the decline of the educational standards in public primary schools not only in Diani Zone but also in the entire Coastal region. Based on the findings of the study, the Ministry of Education Science and Technology (MoEST), working with the stakeholders in the region will come up with strategies of curbing the problem of pupils' involvement in tourism activities not only in Diani Zone but also in other areas such as Mtwapa, Kikambala, Shanzu, Lamu and Malindi where pupils are also involved in tourism activities.

### **1.9 Limitations of the study.**

The study sought to investigate the effects of pupils' involvement in tourism activities on their academic performance in the KCPE examination in Diani Zone. It involved selected pupils, Teachers, and Head teachers of the selected public primary schools in the Zone, the Zonal inspector of the schools and some community members. It covered the period from 2015 to 2018.

The researcher employed the descriptive survey design in the study. The study had a number of limitations. Combination of the study, teaching and other academic work also cut down on the time devoted for the research work. Surveys are expensive and tiresome. The researcher had some financial constraints as a lot of money was required for his movements, hiring of an assistant and sourcing for the relevant materials and information. Some of the head teachers were not ready for the interviews. They were busy preparing candidates for the national examination.

### **1.10 Delimitations of the study.**

This addresses how the study was narrowed down in scope. From the entire Kwale County, the study was narrowed down to Diani Zone and delimited to selected public primary schools in Diani Zone only. Diani Zone is a tourism hub in Kwale County where public primary schools have been performing poorly in the KCPE examination. The findings of the study should, therefore, not be generalized to cover other primary schools in other Zones in the County.

### **1.11 Theoretical framework of the study.**

The study was based on Blooms' longitudinal theory which states that an environment determines the kind of changes that take place in the behavior of an individual (Bloom, 1964). An environment influences the characteristics and behavior of a person. The factors contributing to pupils' involvement in tourism activities in Diani Zone are within Diani area. These factors cannot be controlled by the learning institutions. According to Barton (2003), environmental factors, can also contribute, either positively or negatively, on learners' academic achievements.

The theory is, therefore, relevant to the study as it can be used to explain how the Diani environment contributes to pupils' involvement in tourism activities leading to their poor performance in the Kenya Certificate of Primary Education examination.

### **1.12 Operational definitions of terms.**

**Academic achievement** - Measurement of academic performance and progress of the pupils in Diani

**Achievement** – What the pupils in Diani are able to do successfully on their own effort and skill in academics

**Community** – The people living together in Diani

**Decline** - A continuous decrease in quality of education in Diani

**Private schools** - Schools which are established, funded and managed by individuals in Diani.

**Public Schools** - Schools which are funded by the Government of Kenya in Diani Zone

**School attendance** - The act of being at school by pupils in Diani Zone



**Tourism** - A temporary short term movement of people to Diani where they live for recreational, enjoyment, religious, cultural and social attributes.

**Stakeholders** - All the people involved in education in Diani

### **1.13 Organization of the study.**

The organization of any study is not only important but also necessary as it gives a clear picture of how the study is or will be planned and carried out. It also spells out what happens in every chapter in addition to being a guide for the person conducting the study.

Chapter one dwells on the background to the study, statement of the problem, purpose of the study, research objectives and questions. The basic assumptions, significance, scope, limitations and delimitations of the study are also stated. The chapter also describes the theoretical framework in addition to defining the terms used.

Chapter two is composed of the literature review related to the study. It is divided into the following themes; the tourism activities pupils involve themselves in, factors contributing to pupils' involvement in tourism activities, its effect on their academic performance in KCPE and the mechanisms put in place to curb the problem.

Chapter three of the study dwells on the research methodology which is divided into research design, target population, sample and sampling procedure, data collection instruments, instrument validity and reliability, data collection and analysis and ethical considerations. Chapter four consists of the data analysis, interpretation and discussion of the main findings while chapter five represents the summary of the findings, conclusion, recommendations and suggestions.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter focuses on reviewing literature which is relevant to the study. It will be discussed under the following themes: the tourism activities pupils involve themselves in, the factors behind pupils' involvement in tourism activities, the effect of pupils' involvement in the tourism activities on their academic performance in KCPE and the mechanisms put in in different parts of the world to curb the problem of pupils' involvement in tourism activities.

#### **2.2 Tourism activities that pupils involve themselves in**

According to Black (1995), the estimate range of children working in the tourism industry runs from 13 to 19 million children under the age of 18. This accounts for around 10-15 percent of the formal tourism labour market.

However, the International Labor Organization (ILO, 1996) argues that about 250 million children below 18 years of age are involved in the tourism industry in the world. This is common in developed as well as developing countries. The World Bank (1998). notes that out of three children, one is involved in some tourism activity. Out of the 250 million children, 62 percent are in Asia, 32 percent in Africa and 7 percent in Latin America. In terms of child labor force participation rate, Africa ranks highest with 33% in East Africa, 24 percent in West Africa and 22 percent in middle Africa followed by East Asia and South Asia with 20 percent and 14 percent respectively.

A study conducted by Mercel Hazeu (2014) in Brazil on the tourism activities children are involved in, found that children in areas such as Rio de Janeiro, Sao Paulo and Salvador de Bahia do jobs such as shoe shining, street vending, and begging. They are also victims of other forms of exploitation such as forced labor and sexual exploitation. According to the World Tourism Organization (WTO, 2006) more than 250,000 pupils in Brazil are involved in tourism-related activities. In the Philippines, children work as waiters/waitresses, cooks, dancers, bar hostesses, receptionists, janitors and prostitutes in the tourism industry (WTO, 2006).

Reddy (2013) points out that pupils in India work in small restaurants and shacks, selling curios and trinkets, as beach boys and girls, rag pickers, tourist guides or begging the rich tourists for money. In hotels, pupils work as bell boys, waiters and waitresses, maids, housekeeping workers while in catering, they are kitchen helpers or dish washers or servers. They also work as porters and coolies, cleaners and assistants for carrying loads on treks (WTO, 2006). Studies by the same organization have also shown that in North Africa, besides Morocco, there is evidence of pupils' sexual exploitation by tourists in Egypt and Tunisia where pupils are also involved in hawking and prostitution.

In Cambodia, Thailand, the Philippines, Gambia and the Dominican Republic pupils combine school with hawking, begging and prostitution (Young Kim, 2009 and ECPAT, 2013). In Guatemala pupils are involved in tourism activities such as hawking, prostitution and begging (Tauson, 2009). In Namibia, pupils spend a lot of their time hawking or engaging in prostitution (Mapure, 2009).

A survey conducted by the National Bureau of statistics together with the International Labor Organization (ILO, 2003) in Nigeria on the tourism activities pupils are involved in, found that a lot of pupils are involved in activities ranging from hawking to prostitution to support their families.

A report released by the United States, Department of Labor, Bureau of International Labor Affairs (2011) revealed that there is a high incidence of child prostitution in Kenya's Coastal region. According to the report, pupils engage in begging or hawking by day and work as prostitutes by night. Children from as far as Sudan and Somali are involved in prostitution.

In a report on child sex, the UNICEF-Kenya (2006) also revealed that many girls accepted prostitution as an acceptable way of earning a living. According to the report, more than 30% of the female pupils in Diani are involved in prostitution. Another report by the UNICEF-Kenya (2007), revealed that pupils in Diani are involved in tourism activities during school hours. They are usually cheated with promises of riches and foreign trips. This is being encouraged by those who are closely related to the children especially their own parents.

Commercial Sexual Exploitation of Children (CSEC) along the Coastal region is conducted through organized networks in private homes. Children from as far as DRC, Rwanda, Burundi, Tanzania and Uganda are involved in prostitution (ECPAT International, 2007). About 30% of the girls aged between 12 and 18 are involved in prostitution for money and majority of their clients are European men (UNICEF-Kenya, 2006)

However, officially, the problem of pupils' involvement in tourism activities in the area does not exist. Reports on children's involvement in tourism activities have always been made by the media and Non-Governmental Organizations (NGOs). Media reports are, at times, not credible. The study, therefore, aimed at establishing the truth, based on empirical evidence, about the alleged tourism activities pupils in Diani involve themselves in.

### **2.3 Factors contributing to pupils' involvement in tourism activities**

The factors contributing to pupils' involvement in tourism activities vary from one country to another. However, in most of the studies conducted, poverty is the underlying cause (ECPAT International, 2013). In a study entitled "child labour in the hotel industry: a case study in Tirupati and Tirumala", Reddy (2013) found that pupils in India work in hotels due to poverty. The non-existence of protective child labour laws in India protects those who exploit the children.

In Guatemala, pupils are forced into work by their own parents who consider it beneficial for their children as it offers them an opportunity to learn work skills (Tauson, 2009). In South Africa poverty and the increasing incidents of adult mortality associated with HIV/AIDS are creating a situation that forces pupils to involve themselves in tourism activities. These pupils become easy targets for sexual exploitation. "*The disease erodes family and community support networks once available to the children increasing their vulnerability to abuse and exploitation*" (ECPAT, 2013). Although education is compulsory in Nigeria, a lot of pupils do not go to school. They are involved in tourism activities such as hawking, begging and even prostitution due to poverty.

According to Awoususi et al (2012) and Elijah et al (2006), involvement in these activities has led to early marriages and teen-age pregnancies. Omokhodion and Odutse (2006) strongly argue that pupils are involved in tourism activities to enhance family incomes and also pay their fees. Okafor, (2010) and Nseabasi and Abiodun (2010) agree that families push their children to work in order to supplement family incomes.

A study conducted by Mapure (2009) in Namibia on the factors influencing pupils' involvement in tourism activities, found that pupils are involved in tourism activities due to poverty. They do it for their survival and that of their families. Some families also do not value education. In a similar study, Ahmed (2012) found that parents in Namibia value work which, they believe, develops skills that can be used to earn income.

Pluss (1999) believes that growing poverty and lack of opportunities in many parts of the world, especially in developing countries, are the major factors behind the expansion of the number of children involved in tourism activities in the world. According to Maggie Black (1999) and Pluss, (1995), there are two types of factors that contribute to pupils' involvement in tourism activities. These are the 'push' and the 'pull' factors. 'Push' factors include poverty, migrations, trafficking and criminal exploitation, family distress and/or breakdown at home, traditional cultural customs; parents allowing their children to work, desire to have consumer goods, lack of legislature to protect the children and ineffective implementation of the laws, lack of decent work for adults and lack of protection. 'Pull' factors include desire for quick money, contact with the foreigners and a wide range of job opportunities for young people without valuable educational skills, allure of foreign living, marriage and relationships (Equitable Tourism, 2008).

Every region or country is unique. This study aimed at establishing whether the factors contributing to pupils' involvement in tourism activities in Diani are the same as those contributing to pupils' involvement in the tourism activities in other countries.

#### **2.4 Effect on pupils involved in Tourism activities.**

Tourism can, and often, results in less desirable or negative effects on the socio-economic (Aref & Redzuan, 2009). About 13 to 19 million children are involved in various activities in the tourism industry in the world (Black, 1995). According to the International Labour Organization (ILO, 2003) the impact of pupils' involvement in the industry is divided into three categories which have a direct impact on their education. These are the physical, moral and the psychological effects. The physical factors include fatigue from long working hours, physical harm, HIV/AIDS and other sexually transmitted diseases. Exposure to drugs, sex, violence, adult behavior and too much independence constitute the moral effects while the psychological effects include low self-esteem, marginalization from the society, stigmatization, being lonely, loss of safe upbringing or child stress and lack of an opportunity to develop cognitive skills (Equitable Tourism, 2008, and ILO, 2003).

Although it is crystal clear that pupils' involvement in tourism activities may cut their education short, reaction on its effect on their academic performance is mixed. Ravallion and Wodon (2001) argue that involvement in tourism activities can also enhance education opportunities by being a source of income to a family. According to surveys conducted in Brazil, Lebanon, Sri-Lanka and Turkey, pupils' involvement in tourism activities or any form of labour does not necessarily affect their academic performance

(L. Guarcello, et al 2005). Omokhodion and Odutse (2006) also argue that there is no link between any form of labour and academic performance. Khan (2001) also strongly believes that many pupils go to school and work after school and it does not affect their academic performance. According to these scholars, any form of labour enhances education as the children supplement their family incomes and also pay their school fees.

However other studies carried out in other parts of the world confirm that pupils' involvement in tourism activities affects academic performance. According to the International Labour Organization (ILO, 2004), pupils' involvement in any form of labour negatively affects their school attendance and academic performance.

In two different studies conducted by ILO (2003) on the impact of any form of labour on pupils' academic performance, it emerged that pupils who worked as domestic porters or hawkers performed poorly in academics. The same studies concluded that work affects learning. Child labour is associated with high repetition and dropout rates (Gibbons et al, 2003). A survey carried out in Vietnam in 2002 also found that involvement in tourism activities reduced children's concentration when studying which has a negative impact on academic performance (ILO, 2002).

A study conducted in Nigeria by Ubah (2014) of Ahmadu Bella University, Zaira, on the effect of hawking on students' performance in social studies in Nazarawa State found that hawking had a profound negative impact on their academic performance. According to Prof. Amartya Sen (1995) also, any form of child labour affects pupils' school attendance and consequently their academic performance. Studies conducted in Brazil by Gunnarsson (2006), Heddy (2003) and Stinebrickner (2003) on the impact of children'



involvement in tourism activities on their academic performance found that studying and working simultaneously hinders the acquisition and development of knowledge. Involvement in tourism activities robs children of the interest to learn (Carlson & Kashani, 1988).

Pupils who contribute economically to their family income may be less interested in academic achievement resulting in lack of motivation that affects learning. Such pupils either do not go to schools completely or learning is inefficient as they are unable to pay attention in school due to fatigue (Canagaraja et al, 1999 and Nielsen, 1998). According to Shonk and Cicchetti (2001) and Gibbons and Scarupa (2002), abused pupils tend to perform dismally in school.

Arguments advanced by Omokhodion (2006), Khan(2001) and Carlson and Kashani(1988) show clearly that researchers hold different opinions with regard to pupils' involvement in tourism activities. It was in the light of these varying opinions that this study sought to find out whether or not pupils' involvement in tourism activities in Diani has any effect on their academic performance in KCPE.

## **2.5 Strategies put in place to curb the problem of pupils' involvement in the tourism activities.**

Pupils' involvement in tourism activities is categorized as a form of child labor (ILO, 1996). According to the UN Global Compact (2010), the tourism industry should uphold an effective abolition of any form of children's involvement in it. According to the United Nations World Tourism Organization's Code of Ethics for Tourism (1999),” *the exploitation of human beings in any form, particularly sexual, especially when applied to*

*children, conflicts with the fundamental aims of tourism and is the negation of tourism”.*

Global Tour operators are expected be responsible in the way they operate to ensure the welfare of all the people, especially children, is well taken care of (Intrepid, 2010).

According to Pluss (1995), measures for the protection of children should be communicated clearly to guests and staff in the tourism industry. The Tourism Operators Initiative (TOI, 2005) suggests that travel companies should look for destinations with good children’s protection records. Countries with bad records should be avoided.

Many Governments and Non- Governmental Organizations seem to focus their attention on the eradication of child labor generally. However their efforts have not yielded much as most of the bans in some countries have not been implemented effectively. In Britain, there are laws which prohibit children’s involvement in any form of labor. This is to ensure that children’s education is not interfered with.

In the United States of America (USA), the Prosecutorial Remedies And Other Tools To End the Exploitation of Children Today (PROTECT) Act was passed. This Act increases the penalty to a maximum of 30 years in prison for exploiting children. The USA has also continued to spells out what other nations should do to protect children. This includes enhancing research and co-ordination, preventing child exploitation, training of personnel, strengthening legal measures and prosecution and assisting the victims (The US Department of State, 2005).

In Mexico, several instruments have been put in place to serve as general guidelines for national governments all over the world to among other things protect children’s rights. A good example is the International Convention on Economic, Social and Cultural rights.

The council of Europe continues to issue practical guidance to ensure that the tourism industry understands and complies with human rights standards (Council of Europe and EuroIspa, 2008). In France, for instance, Air France works with the government to produce short videos for screening during their inter-continental flights. These videos focus on child sex tourism and pornography. They expose viewers to the chain of exploitation of children. They also show travelers how they can prevent exploitation of children.

The World Tourism Network on Children Protection (WTNCP, 2006) has taken up the mandate to prevent all forms of children's exploitation in the tourism industry. This body works with governments, organizations, institutions, individuals or companies wishing to join their campaign. It encourages governments to raise awareness of the dangers of children's involvement in the tourism industry, intensify efforts to stem the flow of sex tourists into their countries, strengthen the effectiveness of laws and law enforcement, including extra-territorial criminal laws, improve data on children's involvement in the tourism activities, train officers to identify child victims of sex tourism, prosecute offenders for child sex tourists and make serious commitment to prevent and combat child sex tourism (WTNCP, 2006)

The End Children Prostitution And Trafficking (ECPAT, 2011) which operates in 74 countries developed a Code of conduct for the tourism industry. The code aims at establishing policies and procedures against the exploitation of children, training employers in children's rights, provide information on children's rights, prevention of sexual exploitation of children and how to report suspected cases. Consequently a

number of countries have responded. Cambodia, for instance, enacted laws aimed at eliminating child sex tourism by having several provisions to criminalize foreign or national offenders.

In Thailand, seminars are organized and professionals trained on the protection of children against all forms of exploitation by tourists. Awareness raising materials are also produced. In the Philippines, a program called Child Wise Tourism was started to protect children against commercial sex exploitation. Awareness raising materials are also produced.

In Pakistan, Non-Governmental Organizations (NGOs) raise awareness on the exploitation of children in the industry. Laws have been formed to prohibit any form of child labour. These laws include The Employment of Children Act 1991, The Bonded Labour System Abolition Act 1992 and The Punjab Compulsory Education Act 1994. In India, child labour projects have been started to help children and provide them with education (International Program on the Elimination of Child Labour).

According to Fair Trade in South Africa (FTSA, 2010), the South African Government has introduced local tourism certification schemes to tackle social issues such as child labour. Fair Trade in South Africa aims at protecting children from exploitation in the tourism industry.

In Gambia, legislation and mechanisms are in place to protect children from sexual exploitation. Tourists who abuse children are prosecuted (CPA, 2001). However laws regarding the prohibition of child labour in Nigeria are inconsistent. According to the

Children's Right Act, children under the age of 18 should not work. However the Labour Act sets the minimum age of employment at 12. In addition, according to the Bureau of International Labour Affairs, children of any age are allowed to do light work with their family members. However the Government has established mechanisms in some States to co-ordinate its efforts to address child labour. This includes the provision of Compulsory Free Primary Education (CFPE), provision of free meals to attract and retain mass enrollments and money to pay for books and other school related materials.

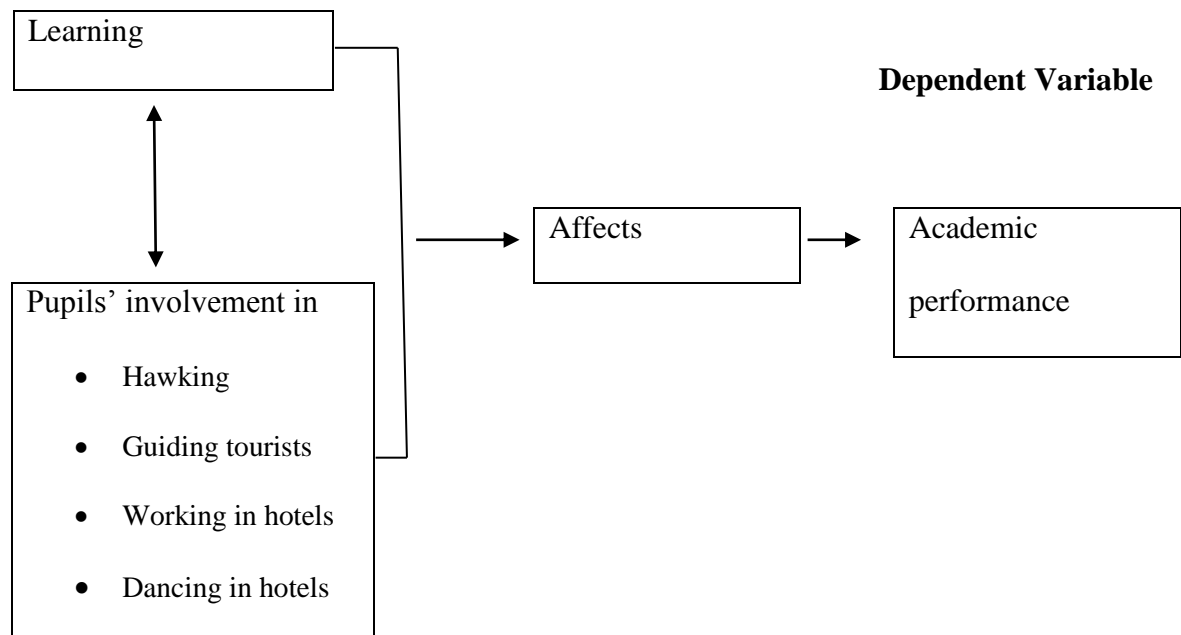
The Government of Kenya and the County Government of Kwale have done very little with regard to pupils' involvement in tourism activities in Diani. Political leaders do not talk about the problem for fear of affecting the tourism industry which could lead to their loss of political support as the local community depends on it. Parents are left to take care of their children. Concern has always been voiced by Non-Governmental Organizations (NGOs), the media and the owners of the hotels who have been raising awareness on the dangers of pupils' involvement in the tourism industry. In 2007, for instance, hoteliers along the Coast called on the Government to enact laws that would stop children's involvement in tourism activities and also allow state inspectors to inspect villas and homes to combat child prostitution. This was triggered by a report released by the UNICEF (2007) which revealed the extent of child prostitution along the Coast region.

Many countries have successfully developed and implemented policies to combat the problem of pupils' involvement in tourism activities. This can help policy makers in Kenya in making decisions on the policies that can be implemented successfully to solve the problem of pupils' involvement in tourism activities in Diani.

## 2.6 A Conceptual framework

A conceptual framework shows the relationship between the variables of the study (Orodho, 2013). The independent variables which are the activities pupils are involved in are hawking, guiding tourists, working in hotels and dancing in hotels. The dependent variable is the pupils' academic performance. This involvement in tourism activities contributes to their poor academic performance in KCPE.

**Figure 2.1 Conceptual framework**



## Independent Variables

**Figure 2.3 Conceptual framework**

The conceptual framework above was considered appropriate for the study as it enables a reader to see how pupils' involvement in tourism activities could affect their academic performance in KCPE.

## **2.7 Conclusion**

In this chapter, the researcher has reviewed the existing literature related to the study. From the review, studies have been carried out on the tourism activities pupils involve themselves in, factors contributing to the involvement, effect on pupils involved in the tourism activities and the mechanisms put in place in different countries to curb the problem. However, reaction on the effect of pupils' involvement in tourism activities on their academic achievements is mixed. Some studies have shown that pupils' involvement in tourism activities has a negative effect while others disagree. No studies have been carried out in Diani Zone on the same. This, therefore, built a strong case on the need to conduct the study to find out whether or not pupils' involvement in tourism activities in the Zone has been contributing to their poor academic performance in the Kenya Certificate of Primary Education examination.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction.**

Research methodology helps the researcher and the readers to understand the whole process of the research. This chapter describes the research design chosen for the study, the location of the study, the target population, sample and sampling procedure, data collection instruments, validity and reliability of the instrument, data collection procedure, data analysis technique and the ethical considerations.

#### **3.2 Research Design.**

A research design is the structure of the research meant to explain how all parts of the research project work in trying to address the questions. It is a scheme or outline or a plan a researcher uses to obtain answers to research questions (Orodho, 2003). The study employed the descriptive survey design. Data collection was through the administration of questionnaires and interviews.

The descriptive survey design is an appropriate method of collecting information about people's attitude, opinions, habits or any variety of educational or social issue. The design encompasses elements of comparison and relationship between variables.

The design was, therefore, suitable for the interpretation and establishment of the relationship between the variables and their significance. This assisted in the formulation of important knowledge and suggestions on what can be done to curb the problem of pupils' involvement in tourism activities in Diani.



The choice of the descriptive survey design was influenced by the fact that the instruments used to collect data namely questionnaires and interviews provide a researcher with reliable information in addition to being convenient. Interviews can be used to capture information not captured through questionnaires and the vice versa. The design is also useful as it describes what is happening at the time when the study is being conducted.

### **3.3 Location of the Study.**

The study was conducted in Diani Zone in Kwale County in the Coastal region. Diani is located some 30kms south of Mombasa city on the mainland Coast along the Mombasa-Lunga-lunga road. Diani Zone stretches from Ukunda to part of Msambweni. Diani Zone was chosen for the study as it is the only tourism hub in Kwale and it has, for a long time, been under the spot light by the media as an area where pupils are involved in tourism activities.

### **3.4 Target Population.**

A target population in research methodology is the total number of respondents that meets the designed set of criteria (Burns and Groove, 1997). The target population in the study was the community, pupils, teachers and Head teachers of all the public primary schools with a candidate class in Diani Zone. There were 26 public primary schools in the Zone at the time of the study.

### **3.5 Sample Size and Sampling Technique**

A sample is a population selected for observation (Best and Kahn, 2002). At the time of the study there were 26 schools in the Zone. Eight of the schools (30% of the 26 schools) were used in the study. A total of 181 respondents took part in the study. These included the Curriculum Support Officer, 8 head teachers, 24 class teachers, 143 pupils and 5 community members.

Sampling technique refers to the procedure a researcher uses to gather people or things to study. It is the selection of a number of individuals or subjects from a population (Orodho and Kombo, 2002). The 8 schools were selected through randomization. A sample of 30% is generalizable (Mulusa, 1998).

The Curriculum Support Officer, all the head teachers and the class teachers for classes 6, 7 and 8 of the selected schools were requested to take part in the study. These respondents were better placed to provide information about their schools. Six pupils from classes 6, 7 and 8, selected through stratification and then randomization, from the 8 schools took part in the study. The pupils were mature enough and therefore understood the questions and what was required of them.

The study also used convenience sampling method of the non-probability sampling design to select the community members used in the study as respondents. This method involves the use of the most convenient groups of subjects as the sample (Cohen et al, 2002). The method provides easy access to respondents. It is simple, economical, quick and also does not require an elaborate sampling technique (Nachmias and Nachmias, 1998). Five community members were requested to take part in the study.

### **3.6 Data Collection Instruments.**

Two (2) research instruments were used in the study to obtain information from the respondents. These instruments were questionnaires and interviews.

#### **3.6.1 Questionnaires**

A questionnaire is a list of questions respondents are expected to provide answers to. Information is extracted from the answers provided (Kibuuga and Kariga, 2003). Questionnaires enable a researcher to acquire factual information from a substantial number of people. Confidentiality is upheld. It saves time and it is cheaper.

Questionnaires are not only important but also powerful when information about people's attitudes and opinions are sought. A researcher using questionnaires is able to gather a large amount of data from many subjects economically (Orodho, 2009). There were categories of questionnaires in this study; questionnaires for the Head teachers, Class teachers, pupils and the Curriculum support officer (CSO).

Each questionnaire was divided into sections. Section (i) of every questionnaire was composed of introductory statements. Sections (ii), (iii), and (iv) had closed and open-ended questions. There were also statements which were rated on the 5-point Likert scale ranging from **Strongly Disagree** with a score of 1 to **Strongly Agree** with a score of 5 (Likert, 1990).

The questionnaires aimed at probing and eliciting data on respondents' background, general information about the tourism activities pupils involve themselves in, factors contributing to their involvement and its effect on their academic performance in KCPE.

All the questionnaires also sought to find out what is being done to curb the problem of pupils' involvement in tourism activities in Diani.

### **3.6.2 Interview Schedules.**

This is a list of written questions an interviewer asks the interviewee. Responses to the questions were recorded on the schedules. There were only two interview schedules for use in the study; for the head teachers and the community members selected through the convenience sampling method. Through interviews the researcher was in a position to obtain a high response rate from the respondents. Interviews can probe for a subject's underlying feelings and reasons (Richard, 2004).

The interviews were administered to the community members and some of the head teachers to supplement data obtained from the questionnaires. The interviews were in the form of discussions and the responses were recorded on the schedules. The researcher sought to get views on the tourism activities pupils involved themselves in, reasons for their involvement, its effect on their academic performance in KCPE and what stakeholders are doing to curb the problem of pupils' involvement in tourism activities.

### **3.7 Validity of the Instruments.**

Validity is the degree to which a test accurately measures the variables it claims to measure (Kathuri, 1993). An instrument is said to be valid when it produces similar results when used in a similar context (Cohen et al, 2000). To ensure instrument validity, questions were phrased accurately and carefully to avoid ambiguity. Kothari (1985), notes that validity can also be determined by a panel of experts who should pronounce their verdicts on how well the measuring instruments meet the standard. For this study,

content validity was discussed with the two supervisors and other research specialists in the Department of Educational Foundations of the University of Nairobi.

A pilot study was also conducted in one of the schools in the Zone to assess the clarity of the instruments for data collection. The questions were discussed with the respondents to determine suitability, clarity and relevance of the purpose of the study. The purpose of the pilot study was also to find out whether the items in the instruments would be clear to the respondents, whether the instruments would be precise and comprehensive enough to provide the expected type of data and determine whether the research objectives would be achieved. However the school used in the pilot study was not used in the real study. During the study the respondents were requested to be truthful and honest in their responses.

### **3.8 Reliability of the Instruments.**

Reliability is the ability of a data collecting tool to produce results consistently (Kothari, 1998). To test instrument reliability in this study, a pilot study or a pre-test was carried out in a school that was not used in the real study in Diani. The pilot study enhanced accuracy and adequacy of the instruments as the responses from the respondents indicated whether or not the instruments measured what they were supposed to measure (Burnet, 1973). According to Gay (1992) and Wiersman (1995), piloting helps in the identification of misunderstanding, ambiguity, and useless or inadequate items. Computation of Pearson's correlation co-efficiency ( $r$ ) between scores of the two halves of the test was also used using SPSS (Mugenda and Mugenda, 2003).

### **3.9 Data Collection Procedure**

The researcher obtained a letter of introduction from the University of Nairobi and a research clearance permit from National Commission for Science, Technology and Innovation (NACOSTI). A visit was made by the researcher to Msambweni Sub- County Educational Office and the schools selected to introduce himself and seek the Zonal inspector of schools' and the H/Teachers' permission to have their schools involved in the study.

The researcher then held discussions with the Educational Official (The Curriculum Support Officer) and the H/Teachers of the schools selected and made arrangements on the most suitable days, time and procedure to be followed in conducting the study.

The Educational Official and the selected schools were visited on the set dates and the questionnaires were administered to the respondents by the researcher himself. Questionnaires for the Head teachers, class teachers and the pupils in every school were collected on the same day. The questionnaire for the Curriculum Support Officer was also collected on the same day. This was followed by the interviews which were administered to the head teachers and five (5) community members only. Formal follow-up letters were sent to the Educational Official and the H/Teachers to thank all the respondents for their co-operation.

### **3.10 Data Analysis Technique**

After collecting data, the researcher checked for the completeness of the questionnaires. The data from the study was then analyzed quantitatively and qualitatively using the Statistical Package for Social Sciences (SPSS). Since the data collected was descriptive, only frequencies and percentages were used to describe the findings of the study.

### **3.11 Ethical Considerations.**

Ethics is a code of behavior considered correct (Pera and Van Tonder, 1996). Ethical issues observed in this study were informed consent, right to anonymity and confidentiality, right to privacy, justice, beneficence and respect for persons. The participants were requested to take part in the study. They were also informed of the purpose of the study and the need to respond truthfully and honestly. Any participant was also allowed to leave if he/she desired to do so in the course of the study. The researcher also promised to protect the identities of the participants in the study even during the presentation of the research findings. No identifying details were used. No names were put on the questionnaires. Where necessary, questionnaires were administered in classrooms or isolated places or where the respondents chose.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This chapter dwells on the data analysis, presentation and interpretation of the findings on the effect of pupils' involvement in tourism activities on their academic performance in Diani Zone, Msambweni Sub-County, Kwale County. It also presents the questionnaire return rate and the demographic characteristics of the respondents. Data analysis, presentation and discussion are guided by the research questions.

**Table 4.1 Questionnaire return rate**

<b>Questionnaires</b>	<b>Number administered</b>	<b>%</b>	<b>Number returned</b>	<b>%</b>
Questionnaire for the CSO	1	100	1	100
Questionnaire for Head teachers	8	100	8	100
Questionnaire for class teachers	24	100	24	100
Questionnaire for pupils	144	100	143	99.31
<b>Total</b>	<b>177</b>	<b>100</b>	<b>176</b>	<b>99.44</b>



According to the table, all the 33 questionnaires for the CSO, 8 head teachers and 24 class teachers administered were returned. However out of the 144 questionnaires for the pupils, 143 (99.31%) were returned. Only 1 (0.69%) was not. This implies that out of the 177 questionnaires administered, 176 (99.44%) were returned.

#### **4.2 Demographic data**

The researcher sought to establish the distribution of the CSO, head teachers, class teachers and pupils by gender and the information is presented in Table 4.2.

**Table 4.2 Distribution of the respondents by gender**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	85	47.0	47.0	47.0
Female	96	53.0	53.0	100.0
Total	181	100.0	100.0	

Data in the table indicates that majority of the respondents were females. There were 85(47%) male and 96(53%) female respondents. Although there were more females than males, the difference was minimal. This could possibly be explained by the fact that a lot of women stay with their husbands in towns. Women, also, like teaching in towns.

The researcher also sought to find out the ages of the CSO, head teachers and class teachers. Results are presented in the Table 4.3.

**Table 4.3 Distribution of the CSO, Head teachers and class teachers by age**

Ages of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
25-30 years	6	18.2	18.2	18.2
30-35 years	4	12.1	12.1	30.3
35-40 years	6	18.2	18.2	48.5
Above 40 years	17	51.5	51.5	100.0
Total	33	100.0	100.0	

According to Table 4.3, 17(51.5%) were above 40 years of age. In addition, 6(18.2%) fell between 35-40 years of age. However, while other 4(16.67%) respondents were between 30-35 years old, 6(25%) others were between 25-30 years old. Majority of the respondents were old because the Government no longer employs teachers

The study further sought to establish the ages of the pupils who took part in the study. The results are presented in table 4.4.

**Table 4.4 Distribution of Pupils by Age**

Ages	Frequency	Percent	Valid Percent	Cumulative Percent
11.00	6	4.2	4.2	4.2
12.00	10	7.0	7.0	11.2
13.00	30	21.0	21.0	32.2
14.00	48	33.6	33.6	65.7
15.00	29	20.3	20.3	86.0
16.00	10	7.0	7.0	93.0
17.00	6	4.2	4.2	97.2
18.00	4	2.8	2.8	100.0
<b>Total</b>	<b>143</b>	<b>100.0</b>	<b>100.0</b>	

The table shows that 30(21%) and 48(33.6%) of the 143 pupils who took part in the study were aged 13 and 14 years respectively. Each of the 29(20.3%) pupils was 15 years old. In addition, 10(7.0%) of the pupils were 12 years old while 10(7.0%) others were 16 years old. Moreover, 6(4.20%) were 11 years old and 6(4.20%) others 17 years old. Finally 4(2.80%) of the pupils were 18 years old. The pupils were mature enough to understand the questions on the questionnaires

The study also sought to find out the academic qualifications of the CSO, head teachers and class teachers as illustrated in Table 4.5.

**Table 4.5 Academic qualifications of the CSO, head teachers and class teachers**

Qualifications	Frequency	Percent	Valid Percent	Cumulative Percent
P1	8	24.2	24.2	24.2
S1	3	9.1	9.1	33.3
Diplomas	11	33.3	33.3	66.7
Degrees	11	33.3	33.3	100.0
<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>100.0</b>	

The analysis indicates that 11(33.3%) of the respondents have degrees. In addition, 11(33.3%) others have diplomas. More over 3(9.1%) of the respondents have S1certificates. Only 8(24.2%) of the respondents have P1 certificates. All the 33 respondents had tertiary education. They knew the importance of the study and, therefore, responded to the questions with sincerity.

The study also sought information on the number of years the CSO, head teachers and class teachers had worked in Diani Zone. The responses are presented in Table 4.6.

**Table 4.6 Duration the CSO, Head teachers and class teachers had worked in Diani**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	11	33.3	33.3	33.3
Between 5-10 years	13	39.4	39.4	72.7
Between 10-20 years	7	21.2	21.2	93.9
Over 20 years	2	6.1	6.1	100.0
<b>Total</b>	<b>33</b>	<b>100.0</b>	<b>100.0</b>	

The responses indicated that 11(33.3%) of the respondents had worked in Diani for less than 5 years. However 13(39.4%) of the respondents had worked in Diani for a period of between 5 to 10 years. In addition 7(21.2%) of them had taught in Diani for a period between of 10 to 20 years. Only 2(6.1%) of the respondents had taught in Diani for over 20 years. Majority of the respondents had worked in Diani long enough to be able to provide information about the tourism industry and pupils in the area.

#### **4.3 Tourism activities pupils in Diani Zone are involved in.**

The researcher sought information on how frequently pupils are involved in tourism activities from the Curriculum Support Officer, the head teachers class teachers and pupils. The findings are presented in Tables 4.7.

**Table 4.7 CSO, Head teachers and Class teachers' responses**

Responses	Hawking		Guiding tourists		Work in hotels		Dance in hotels	
	f	%	f	%	f	%	f	%
Never			1	3.0	6	18.2	2	6.1
Rarely	8	24.2	10	30.3	13	39.4	9	27.3
Occasionally	10	30.3	9	27.3	9	27.3	8	24.2
Frequently	8	24.2	6	18.2	3	9.1	7	21.2
Very frequently	7	21.2	7	21.2	2	6.1	7	21.2
<b>Total</b>	<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>	<b>33</b>	<b>100</b>

The analysis shows that 7(21.2%) of the 33 respondents were of the opinion that pupils are very frequently involved in hawking items to tourists. Indeed 8(24.2%) respondents agreed that pupils are frequently involved in the activity. While 10(30.3%) of the respondents felt that pupils are occasionally involved in hawking, other 8(24.2%) said pupils are rarely involved in the activity. Pupils are involved in hawking of items to tourists.

The responses also indicate that 7(21.2%) and 6(18.2%) of the respondents felt that pupils are very frequently and frequently involved in guiding tourists respectively. More over 9(27.3%) of the respondents indicated that pupils are occasionally involved in guiding tourists. Only 1(3.0%) respondent disagreed. The analysis indicates that majority of the respondents (57.6%) were of the opinion that pupils do not work in hotels. While 2 (6.1%) of the respondents indicated that pupils very frequently work in hotels, 3 (9.1%) agreed that they were frequently involved in the activity. Only 9 (27.3%) of the respondents were of the opinion that pupils occasionally work in hotels.

The results also show that 41.4% of the respondents are of the opinion that pupils are either very frequently or frequently involved in dancing in hotels to entertain tourists.

While 8 (24.2%) of the respondents indicated that pupils occasionally dance in hotels, the remaining 11 (33.4%) of the respondents disagree. Pupils dance in hotels to entertain tourists for money.

The researcher also sought information from the pupils on the tourism activities they involve themselves in and the findings are presented in Table 4.8.

**Table 4.8 Pupils’ responses on the tourism activities they are involved in**

Responses	Hawking		Guiding tourists		Working in hotels		Dancing in hotels	
	f	%	f	%	f	%	f	%
Agree	100	69.9	75	52.4	40	28.0	97	67.8
Disagree	43	30.1	68	47.6	103	72.0	46	32.2
<b>Total</b>	<b>143</b>	<b>100</b>	<b>143</b>	<b>100</b>	<b>143</b>	<b>100</b>	<b>143</b>	<b>100</b>

The results indicate that many of the pupils (69.9%) agreed that pupils are involved in hawking items along the beaches. Only 43 (30.1%) of the 143 pupils disagreed. The table also shows that 75 (52.4%) of the pupils agreed that pupils guide tourists while the remaining 68 (47.6%) disagreed. The analysis also shows that majority of the pupils (72.0%) disagreed that pupils in Diani worked in hotels. Only 40 (28.0%) of the 143 pupils were of the opinion that pupils work in hotels.

Finally the results indicated that majority of the pupils (67.8%) were of the opinion that pupils dance in hotels to entertain tourists for money. Only 46 (32.2%) of the 143 pupils

disagreed. According to the findings, pupils in Diani Zone are mainly involved in hawking, dancing in hotels and guiding tourists. Some also work in hotels. The interview with the five (5) community members also revealed that pupils are also involved in begging, massaging of the whites, prostitution and production of porno materials.

This study gives credence to the studies by the International Labour Organization (ILO, 1996) and the World Bank (1998) which point out that about 250 million children below the age of 18 years are involved in the tourism industry in the world. The findings are also in agreement with the findings of the studies conducted in Brazil by Hazeu (2014) and the End Child Prostitution And Trafficking (ECPAT International 2013) in Thailand, Cambodia, the Philippine and the Dominican Republic which found that pupils are involved in shoe shining, street vending hawking, begging and prostitution and use the money to support their families.

The results are also not different from those of the survey conducted by the National Bureau of Statistics together with the ILO (2003) which revealed that a lot of pupils in Nigeria are involved in tourism activities ranging from hawking to prostitution. In addition, a report released by the US Department of Labour Bureau of international Labour affairs (2011) revealed that there is a high incidence of child prostitution in Kenya's Coastal region.

These results, therefore, suggest that the tourism activities pupils in Diani involve themselves in are the same as those pupils in other countries involve themselves in. This implies that strategies used successfully to curb this problem in those countries could also be used here in Kenya.



#### 4.4 Factors contributing to pupils' involvement in tourism activities.

The researcher sought to get information on the factors contributing to pupils' involvement in tourism activities. The findings on the factors contributing to pupils' involvement in tourism activities in Diani are summarized in Table 4.9.

**Table 4.9 Responses on the factors that contribute to pupils' involvement in tourism activities**

Responses	Poverty		Desire for quick money		Presence of the Whites		Pressure from parents	
	f	%	f	%	f	%	f	%
Strongly Disagree	16	9.1	5	2.8	37	21.0	63	35.8
Disagree	17	9.7	7	4.0	39	22.2	35	19.9
Undecided	3	1.7	2	1.1	20	11.4	18	10.2
Agree	53	30.1	78	44.3	55	31.3	46	26.1
Strongly Agree	87	49.4	84	47.7	25	14.2	14	8.0
<b>Total</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>	<b>176</b>	<b>100</b>

The analysis shows that 140 (79.5%) of the respondents were of the opinion that poverty contributes to pupils' involvement in tourism activities. While 3(1.7%) respondents were undecided, 17 (9.7%) and 16 (9.1%) others disagree and strongly disagreed respectively.

The results also indicate that 84(47.7%) and 78 (44.3%) of the 176 respondents strongly agreed and agreed respectively that the desire for quick money lures pupils into tourism activities. While 2 (1.1%) respondents were undecided, 7 (4.0%) disagreed and 5 (2.8%) strongly disagreed that the desire for quick money contributes to pupils' involvement in

tourism activities. According to the analysis, 80 (45.5%) of the respondents were of the opinion that the presence of the Whites contributes to pupils' involvement in tourism activities. However, while 20 (11.4%) of the respondents were undecided, the remaining 76 (43.2%) respondents disagreed that the presence of the Whites lures pupils in tourism activities. In addition, the results indicate that majority of the respondents were of the opinion that pressure from parents does not contribute to pupils' involvement in tourism activities. However while 60 (34.1%) of the respondents felt that parents contribute to the problem, 18 (10.2%) respondents were undecided.

The analysis clearly shows that pupils in Diani are involved in tourism activities mainly due to poverty and the desire for quick money. The presence of the whites and pressure from parents also contributes to a certain degree. According to the pupils, other factors include forced repetition, poor academic achievement, feelings of not belonging, and perception of unfair harsh discipline, the search for pen-pals and sponsors, broken families and peer pressure. The interview with the five (5) community members also indicated that poverty, the desire for quick money, pressure from parents, promises of riches and trips to foreign contribute to pupils' involvement in tourism activities.

The results are in agreement with ECPAT (2013) which stresses that in most of the studies carried out in many countries on the factors forcing pupils into tourism activities, poverty is the underlying cause. Pluss (1999) also notes that growing poverty and lack of opportunity is one of the factors behind the expansion on the number of children involved in tourism activities in the world. The results confirm the findings of studies by Maggie Black (1999) and Pluss (1995) who strongly argue that there are push and pull factors

behind children's involvement in tourism activities. Push factors include poverty, family distress and breakdown. Pull factors encompass desire for quick money and contact with strangers. Children are also encouraged by their parents or guardian to enhance family incomes (Dickson & Lomdson, 2010, Okofor, 2010, Nseabasi and Abiodun, 2010, Omokhodion and Odutse, 2006).

This study revealed that the factors behind pupils' involvement in tourism activities in Diani are not different from those that influence pupils' involvement in the industry in other countries. Many of these countries have successfully implemented some policies to curb the problem. Policy makers in Kenya can, therefore, borrow a leaf from these countries and arrest the problem before it causes irreparable damage in Diani.

#### **4.5 Effect of pupils' involvement in tourism activities on academic performance in Kenya Certificate of Primary Education (KCPE) examination**

The researcher also sought information on effect of pupils' involvement in tourism activities on their academic performance in Kenya Certificate of Primary Education (KCPE). The findings are presented in Table 4.10.

**Table 4.10 Responses on the effect of pupils’ involvement in tourism activities on their academic performance in KCPE**

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	27	15.3	15.3	15.3
Agree	133	75.6	75.6	90.9
Strongly Agree	16	9.1	9.1	100.0
<b>Total</b>	<b>176</b>	<b>100.0</b>	<b>100.0</b>	

The results indicate that 16 (9.1%) of all the respondents (176) strongly agreed while other 133 (75.6%) agreed that pupils involvement in tourism activities negatively affects their academic performance. Only 27 (15.3%) of the respondents disagreed. The responses show that pupils’ involvement in tourism activities negatively affects their academic performance. The interviews with the 5 community members also revealed that pupils’ involvement in tourism activities affects performance in KCPE in the area.

This finding is in agreement with the International Labour Organization (ILO, 2004) which strongly and clearly states that any form of labour affects a learner’s academic achievement. In their surveys, Halpern (2007), Wigley (2009) and Cobley (2004) also stress that pupils’ involvement in tourism activities affects their attendance which in turn affects their academic success.

Shonk and Cicchet, (2001) and Gibbons and Scarupa (2002) strongly stress that pupils involved in tourism activities tend to perform poorly in academics. A survey carried out in Vietnam by the International Labour Organization (ILO, 2002) on the effect of pupils’

involvement in tourism activities on their academic achievement also found that involvement in tourism activities reduced pupil's concentration when studying which had a negative impact on their academic performance. Any form of work affects learning (ILO, 2002). It is also associated with high repetition and drop-out rates (Gibbons et al, 2003).

In Brazil, similar studies carried out by Gunnarson (2006), Heddy (2003) and Stinebricker (2003) found that pupil's involvement in tourism activities hinders the acquisition and development of knowledge and therefore affects their performance in examinations. According to Carlson and Kashani (1988), pupils who are involved in tourism activities are not interested in learning.

The World Bank (2005) also stresses that any form of child labour harms a pupils' ability to survive in any school system as it makes it more difficult for him to derive educational benefits from schooling once in the system.

Although there is controversy with regard to the effect of pupil's involvement in tourism activities on their academic performance, the findings of the study suggest that pupils' involvement in tourism activities in Diani Zone has a negative impact on their academic performance in KCPE.

The Government of Kenya spends a lot of money on Free Primary Education (FPE). It should, therefore, take the issue seriously. If the trend is allowed to continue unchecked, then education standards in the Zone will continue to decline. This will simply mean that the Government will continue wasting resources on pupils who do not benefit from them.

#### **4.6 Strategies put in place to curb the problem of pupils' involvement in tourism activities**

From the results of the study, it emerged that some parents, teachers, educational officials and religious leaders are concerned about the problem of pupils' involvement in tourism activities but they have no control over it. Parents are left to take care of their children. Political leaders are silent about it for fear affecting the industry and, therefore, loose political support as the community relies heavily on it. Only the Non-Governmental Organizations and the media are the ones raising awareness on the dangers of pupils' involvement in tourism activities.

When asked for their opinions on what should be done to curb the problem of pupils' involvement in tourism activities, responses were varied. According to the pupils, there should be no forced repetitions, expulsions or corporal punishment. The government should help the needy children by building boarding schools to control the pupils' level of freedom. They also added that children found along the beaches during school hours should be arrested. According to the Curriculum Support Officer, teachers and community members, parents should work with teachers to curb the problem. There should also be clear policies aimed at stopping pupils' involvement in tourism activities as efforts unsupported by the law would never succeed. Public meetings should be held to raise awareness about the problem and its dangers.

Similar concerns and challenges have also been expressed and encountered respectively in other parts of the world. The International Labour Organization (ILO, 1996) views children's involvement in tourism activities as child labour and condemns it. Different countries have also implemented preventive measures to protect the innocent children.

The United States of America has always spelt out what countries should do to protect children (The US, Department of State, 2005). The Child Sex Tourism (CST, 2004) Prevention project launched by the World Vision is an awareness-raising campaign in the United States. Through the World vision, seminars on the protection of children have been held in Cambodia, Thailand and Costa Rica.

In Europe, practical guidance is issued to ensure the tourism industry understands and complies with children's rights. This has led to the production of awareness creating materials like brochures and videos in many countries, for instance France, aimed at protecting children. The World Tourism Network (WTN) is working with governments, organizations, institutions, companies and individuals in an attempt to create awareness on the dangers of children's involvement in the tourism industry.

The ECPAT (2011) developed a code of conduct for the tourism industry in different countries to establish policies and procedure against children involvement in the tourism industry. Consequently, a number of countries, for instance, Cambodia, Thailand, the Philippines and the Dominican Republic have enacted laws aimed at eliminating all forms of exploitation of children in the tourism industry. In Pakistan, Non-Governmental Organizations (NGOs) raise awareness on children's involvement in the tourism industry. There are laws that prohibit any form of child labour.

Nigeria faces a lot of challenges as her laws regarding the prohibition of pupils' involvement in the tourism industry are inconsistent. However in an attempt to curb the problem, she introduced Compulsory Free Primary Education (CFPE), provision of free meals to attract and retain mass enrollments and cash transfer to pay for books and other school-related materials.

Many countries have expressed concern over children's involvement in the tourism activities. Consequently they have come up with policies to combat the problem. However, the Government of Kenya has done very little with regard to pupils' involvement in the tourism industry. Only the Non-Governmental Organizations (NGOs) and the media seem to be concerned about the problem. There should be clear laws and clear policies regarding the prohibition of children's involvement in the tourism industry.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, the study findings, conclusion and recommendations have been presented. Suggestions for further studies have also been given. The study sought to find the effect of pupils' involvement in tourism activities in Diani Zone on their academic performance in the Kenya Certificate of Primary Education (KCPE) examination.

The purpose of the study was to investigate the effect of pupils' involvement in tourism activities in Diani on their academic performance in the KCPE examination. Four objectives were developed for the study. The objectives were: to identify the tourism activities pupils are involved in Diani, determine the factors that contribute to pupils' involvement in the tourism activities in the area, examine the impact of pupils' involvement in the tourism activities on their academic performance in KCPE in the area and lastly examine what stakeholders are doing to curb the problem of pupils' involvement in tourism activities in the area.

The Diani Zone's Curriculum Support Officer (CSO), head teachers, class teachers, pupils and community members were involved in the study. Literature review was on the tourism activities that pupils are involved in both developed and developing countries, factors influencing pupils' involvement in tourism activities, the effect of this involvement on their academic achievements and countries' concern over pupils the problem of pupils' involvement in tourism activities.

The theoretical and conceptual frame works were also presented and discussed. The research methodology was presented in Chapter three. The study was conducted using descriptive survey research design and targeted population was the community, all the head teachers, teachers and the pupils in all public primary schools in Diani Zone. Simple random sampling was used to select the 8 out of the 26 primary schools in the Zone. Stratification and simple random sampling were used to select the 143 pupils used in the study.

The Curriculum Support Officer, the head teachers and class teachers were requested to take part in the study. The convenience sampling method was used to select the 5 community members. Questionnaires and interview schedules were used to for data collection.

Expert judgment of faculty members and supervisors and the pre-test were used to ensure validity of instruments. The research instruments were administered to the respondents by the researcher himself. Finally the research findings were coded and analyzed using the SPSS.

## **5.2 Summary of the findings**

The research findings were analyzed in frequencies and percentages. The analysis revealed that pupils in Diani Zone are involved in some tourism activities mainly hawking, guiding of tourists and dancing in hotels. They also work in hotels. Out of the 33 teachers, 25 (75.7%) and 100 (69.9%) of the 143 pupils agreed that pupils are involved in hawking. In addition, according to 22 (66.7%) of the 33 teachers and 75 (52.4%) of the 143 pupils, pupils act as tour guides. However 19 (57.6%) of the 33 teachers and 103

(72.0%) of the 143 pupils disagreed that pupils work in hotels. Moreover, 22 (66.6%) of the 33 teachers and 97 (67.8%) of the 143 pupils agree that pupils dance in hotels for money. Other activities pupils are involved in include begging, massaging of Whites, prostitution and the production of porno materials. From the findings, it also emerged that poverty and the desire for quick money are the main factors contributing to pupils' involvement in tourism activities. Out of all the 176 respondents, 140 (75.9%) and 162 (92%) cited poverty and the desire for money respectively.

However many respondents disagreed that the presence of the Whites and pressure from parents contributes to pupils' involvement in tourism activities. While 80 (45.5%) of the 176 respondents felt that the presence of the Whites contributed to pupils' involvement in tourism activities, only 60 (34.1%) were of the opinion that pressure from parents forced pupils into tourism activities. Other factors that emerged from the interviews include forced repetition, corporal punishment, unfair harsh discipline, the search for pen-pals and sponsors, broken families, peer pressure and promises of riches and trips to foreign countries. The results also showed that pupils' involvement in tourism activities affects their academic performance. Out of all the 176 respondents, only 27 (15.3%) disagreed.

Parents, teachers, local and religious leaders and educational officials are concerned about the problem but their efforts to curb it have not been successful. According to the pupils, those found along the beaches during school hours should be arrested. There should be no forced repetition or corporal punishment. The government should establish boarding schools to control the level of freedom of the pupils. Parents and teachers should work together to curb the problem. In addition, there should be policies aimed at

stopping pupils' involvement in tourism activities as efforts unsupported by the law would never succeed. Public meetings should be held to raise awareness on the problem and its dangers.

### **5.3 Conclusions**

The analysis established that pupils in Diani Zone are involved in tourism activities such as hawking, guiding of tourists, dancing and to some extent working in hotels. They are also involved in begging, prostitution and preparation of pornographic materials. The factors contributing to this involvement are mainly poverty and the desire for quick money. Other factors include the presence of the Whites, pressure from parents, broken families, forced repetition and corporal punishments. It also emerged from the study that pupils' involvement in the tourism activities affects their academic performance in KCPE. Stake holders in the area are concerned about the problem but their efforts to curb it have not been successful due to lack of a clear policy regarding the prohibition of pupils' involvement in the tourism industry. This calls for urgent measures from both the Central and the County Governments as the problem will lead to wastage of resources on pupils who do not benefit from them and the level of education in the area will continue to decline

#### **5.4 Recommendations**

The study recommends that:

1. The Central and the Kwale County Governments should enact laws that prohibit pupils' involvement in tourism activities
2. Law enforcement agents be allowed to inspect private villas and homes where child prostitution takes place.
3. The Government should re-introduce the feeding program in schools
4. The Government should build boarding schools to protect the innocent children
5. Non- Governmental organizations should continue to raise awareness on the effects of pupils' involvement in tourism activities.

#### **5.5 Suggestion for further studies**

The study recommends that similar this study was done in Diani in Kwale County. Similar studies should, therefore, be carried out in other tourism hubs of in Coastal region like Mtwapa, Kilifi, Malindi and Lamu to compare the findings on the effects of pupils' involvement in tourism activities on their academic performance in Kenya Certificate of Primary Education examination as pupils in these areas also perform poorly in the KCPE examination every year.

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## APPENDICES

### APPENDIX 1: HEAD TEACHERS' QUESTIONNAIRE

#### Instructions

The questionnaire is designed to collect data on pupils' involvement in tourism activities and its impact on their performance in KCPE in the Zone. The credibility and usefulness of the study depends on your response. You are, therefore, kindly requested to respond to the questionnaire as honestly as possible. Your response will be treated with strict confidentiality and will only be use for the purpose of the study.

#### PART I Demographic Data

Please indicate your response by ticking (√) in the box against the appropriate response or filling in the space after the question.

1 Please indicate your gender

Male

Female

2 Indicate the age bracket applicable to you

(i) 25-30 yrs  (ii) 30-35 yrs  (iii) 35-40 yrs  (iv) Above 40 yrs

3 Please indicate your academic qualification

(i) P2  (ii) P!  (iii) S1  (iii) Diploma  (iv) Degree

4 For how long have you worked as a head teacher in this school?

(i) Less than 5 yrs  (ii) Between 5-10yrs

(iii) Between 10-20 yrs  (iv) Over 20 yrs

**PART II Tourism activities pupils engage in Diani Zone**

5(a).The following table shows a list of tourism activities pupils involve themselves in in Diani Zone. Please tick (✓) in the appropriate column to show your opinion on the frequency of their involvement in the activities. Use the scale below to show your opinion.

- i. VF Very Frequently
- ii. F Frequently
- iii. OCC Occasionally
- iv. R Rarely
- v. NV Never

<b>Activities</b>	<b>VF</b>	<b>F</b>	<b>OCC</b>	<b>R</b>	<b>NV</b>
Hawking					
Guiding tourists					
Working in hotels					
Dancing in hotels					

(b) Please write down any other tourism activities that may not have been included in the list

- i. ....
- ii. ....
- iii. ....

**PART III Factors contributing to pupils' involvement in the tourism activities**

6(a) The table below shows a list of possible factors that force pupils to involve pupils to involve themselves in tourism activities. Please tick (✓) in the appropriate column to show the extent to which you agree. Use the scale below:

- i. SA Strongly Agree
- ii. A Agree
- iii. UD Undecided
- iv. D Disagree
- v. SD Strongly Disagree



<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
Poverty					
Desire for quick money					
Presence of the Whites					
Pressure from parents					

**PART IV Effect of pupils' involvement in tourism activities on their performance in KCPE**

Please tick (✓) in the box against your response.

7. Public schools' Pupils' involvement in tourism activities in Diani Zone contributes to their poor performance in KCPE exam.

- i. SA Strongly Agree
- ii. A Agree
- iii. UD Undecided
- iv. D Disagree
- v. SD Strongly Disagree

**PART V The role of stakeholders to curb the problem**

8 a) What is being done to stop pupils' involvement in tourism activities?

- i.....
- ii.....
- iii.....

.b) In your own opinion, what mechanism should be put in place to curb the problem of pupils' involvement in tourism activities in the Zone?

- i. ....
- ii. ....
- iii. ....
- iv. ....

**Thank you for your response**

## APPENDIX 2: CLASS TEACHERS' QUESTIONNAIRE

### Instructions

The questionnaire is aimed at collecting data on pupils' involvement in tourism activities in the Zone and its impact on their performance in KCPE. The credibility and usefulness of the study depends on your response. You are therefore requested to respond to the questionnaire as honestly as possible. Your response will be treated with outmost confidentiality and will only be use for the purpose of the study.

### PART I Demographic Data

Please indicate your response by ticking ( $\surd$ ) in the box against your response or filling in the blank space after a question.

1. Please indicate your gender

Male  Female

2. Please indicate the age bracket applicable to you.

(i) 25-30 yrs  (ii) 30-35 yrs

(iii) 35-40 yrs  (iv) Above 40 yrs

3. Please indicate your academic qualification.

(i) P1  (iv) Diploma

(ii) P2  (v) Degree

(iii) S1  (vi) Any other (specify).....

4. For how long have you worked as teacher in this school?

(i) Less than five years  (iii) Between 10-20 yrs

(ii) Between 5-10 yrs  (iv) Over 20 yrs

**PART II Tourism activities pupils engage in in Diani Zone**

5(a).The following table shows a list of tourism activities pupils involve themselves in Diani Zone. Please tick (✓) in the appropriate column to show your opinion on the frequency of their involvement in the activities. Use the scale below.

- i. VF Very Frequently
- ii. F Frequently
- iii. OCC Occasionally
- iv. R Rarely
- v. NV Never

<b>Activities</b>	<b>VF</b>	<b>F</b>	<b>OCC</b>	<b>R</b>	<b>NV</b>
Hawking					
Guiding tourists					
Working in hotels					
Dancing in hotels					

(b) Please write down any other tourism activities that may not have been included in the list.

- i. ....
- ii. ....
- iii. ....

**PART III Factors contributing to pupils’ involvement in the tourism activities**

6(a) The table below shows a list of possible factors that force pupils to involve pupils to involve themselves in tourism activities. Please tick (✓) in the appropriate column to show the extent to which you agree. Use the scale below:

- (i) SA- Strongly Agree      (iii) UD- Undecided      (v) SD- Strongly Disagree
- (ii) A - Agree                      (iv) D- Disagree

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
Poverty					
Desire for quick money					
Presence of the Whites					
Pressure from parents					

(b) Write down any other factor(s) that may not have been included in the list.

- i. ....
- ii. ....
- iii. ....

**PART IV Effect of pupils' involvement in tourism activities on their performance in KCPE**

Please tick (✓) in the box against your response.

7. Public schools' Pupils' involvement in tourism activities in Diani Zone contributes to their poor performance in KCPE exam.

- |                    |                          |                 |                          |                       |                          |
|--------------------|--------------------------|-----------------|--------------------------|-----------------------|--------------------------|
| (i) Strongly Agree | <input type="checkbox"/> | (iii) Undecided | <input type="checkbox"/> | (v) Strongly Disagree | <input type="checkbox"/> |
| (ii) Agree         | <input type="checkbox"/> | (iv) Disagree   | <input type="checkbox"/> |                       |                          |

**PART V The role of stakeholders to curb the problem**

8 a) What is being done to stop pupils' involvement in tourism activities?

- i. ....
- ii. ....
- iii. ....

b) In your own opinion, what mechanisms should be put in place to curb the problem of pupils' involvement in tourism activities in the Zone?

- i. ....
- ii. ....

Thank you for your response

**APPENDIX 3: QUESTIONNAIRE FOR THE CURRICULUM SUPPORT OFFICER**

**Instructions**

The Questionnaire is aimed at collecting Data on pupils’ involvement in tourism activities and its impact on their performance in KCPE. The credibility and usefulness of the study depends on your response. Kindly respond to the questionnaire as honestly as possible. Your response will be treated with outmost confidentiality and will only be used for the purpose of the study.

**PART 1 Demographic Data**

Please indicate your response by ticking (✓) in the box against your appropriate response or filling in the blank space after a question.

1. Please indicate your gender

Male  Female

2. Age bracket applicable to you

(i) 25-30 yrs  (iii) 30-40 yrs   
(ii) 30-35 yrs  (iv) Above 40 yrs

3. Your academic qualification

(i) P2  (iv) Diploma   
(ii) P1  (v) Degree   
(iii) S1  (vi) Any other (specify).....

4. For how long have worked as a Curriculum Support Officer (CSO) in Diani Zone?

(i) Less than 5 yrs  (iii) Between 10-20 yrs   
(ii) Between 5-10 yrs  (iv) Over 20 yrs

**PART II Tourism activities pupils involve themselves in Diani Zone**

5 (a) The table below shows a list of activities pupils involve themselves in. Please tick (√) in the appropriate column to show your opinion on the frequency of their involvement in the activities. Please use the scale below.

- (i) VF-Very Frequently      (iii) OCC-Occasionally      (v) NV- Never  
 (ii) F- Frequently      (iv) R- Rarely

Activities	VF	F	OCC	R	NV
Hawking					
Guiding tourists					
Working in hotels					
Dancing in hotels					

(b) Write down any other activities(s) that might not have been included in the table.

- i. ....  
 ii. ....  
 iii. ....



**PART III Factor contributing to pupils' involvement in tourism activities**

6 (a) The table below shows a list of possible factors that force pupils to involve themselves in tourism activities. Please tick (√) in the appropriate column to show the extent to which you agree. Use the scale below.

- (i) SA - Strongly Agree      (iii) UD- Undecided      (v) SD -Strongly Disagree  
 (ii) A - Agree                      (iv) D- Disagree

<b>Factors</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
Poverty					
Desire for quick money					
Presence of the Whites					
Pressure from parents					

(b) Write down any other factor(s) that are not captured in the table.

- i. ....
- ii. ....
- iii. ....
- iv. ....

**PART IV Effect of pupils' involvement in tourism activities on their performance in KCPE**

Please tick (✓) in the box against your response.

7. Pupils' involvement in tourism activities is greatly affecting their performance in the KCPE examination.

- (i) Strongly Agree  (iii) Undecided  (v) Strongly Disagree   
(ii) Agree  (iv) Disagree

**PART V The role of stakeholders to curb the problem of pupils' involvement in tourism activities**

8 a) What is being done to curb the problem of pupils' involvement in tourism activities?

- i.....  
ii.....  
iii.....

b) In your opinion, what mechanisms should be put in place to curb the problem of pupils' involvement in tourism activities?

- i. ....  
ii. ....  
iii. ....

**Thank you for your response**

## **APPENDIX 4: QUESTIONNAIRE FOR PUPILS**

### **Instructions**

The questionnaire is designed to collect information on pupils' involvement in tourism activities and its impact on their performance in KCPE. Your response will be treated with confidentiality and will only be used for the purpose of the study.

**Do not write your name or that of your school on the Questionnaire**

### **PART I Personal background**

Please indicate your response by ticking (✓) in the box against your appropriate response or filling in the blank space after the question.

1. Your gender

Male

Female

2. How old are you? -----

3. When did you join this school? .....

### **PART II Tourism activities pupils' involve themselves in**

4. As one walks along the beaches during school hours, he is bound to see children of school- going ages, some in the company of White men and women.

True

False

5. The table below shows the tourism activities pupils in Diani are said to be involved in. Please tick (✓) in the appropriate column to show whether you agree or disagree

<b>Tourism Activity</b>	<b>Agree</b>	<b>Disagree</b>
Hawking		
Guiding tourists		
Working in hotels		
Dancing in hotels		

**PART III Reasons for pupils' involvement in tourism activities**

6 (a) The table below shows the list of the possible reasons why pupils involve themselves in tourism activities along the beaches. Please tick (✓) in the appropriate column to show the extent to which you agree or disagree. Please use the following scale.

- i. SA Strongly Agree
- ii. A Agree
- iii. UD Undecided
- iv. D Disagree
- v. SD Strongly Disagree

<b>Reasons</b>	<b>SA</b>	<b>A</b>	<b>UD</b>	<b>D</b>	<b>SD</b>
Poverty					
Desire for quick money					
Presence of Whites					
Pressure from parents					

(b) Please write down any other reason(s) that are not captured in the table.

- i. ....
- ii. ....
- iii. ....

**PART IV The effect of pupils’ involvement in tourism activities on KCPE performance**

Please tick (✓) in the box against your response.

6. Pupils' involvement in tourism activities is greatly affecting their performance in KCPE in Diani Zone.

- i) Strongly Agree     ii) Agree     iii) Undecided     iv) Disagree   
v) S. Disagree

**PART V The role of stakeholders in an attempt to curb the problem of pupils' involvement in tourism activities**

7a) What is being done to curb the problem of pupils' involvement in tourism activities

- i. ....
- ii. ....
- ii. ....

b) In your own opinion, what do you think should be done to stop pupils' involvement in tourism activities?

- i. ....
- ii. ....

**Thank you for your response**

**APPENDIX 5: INTERVIEW SCHEDULE FOR HEAD TEACHERS AND THE  
COMMUNITY MEMBERS**

1. For how long have you been staying in this area?

.....

2. There have been reports that pupils in this area are involved in tourism activities. What  
is your take on it?

i. ....

ii. ....

iii. ....

3. What kind of tourism activities are the pupils involved in?

i. ....

ii. ....

iii. ....

4. What factors contribute to pupils' involvement in tourism activities?

i. ....

ii. ....

iii. ....

iv. ....

v. ....

5. How does this involvement in tourism activities affect their KCPE performance?

i. ....

ii. ....

iii. ....

6. What are the educational stake holders in the area doing about the problem of pupils' involvement in tourism activities?

i. ....

ii. ....

iii. ....

7. In your opinion, what should be done to curb the problem of pupils' involvement in tourism activities?

i. ....

ii. ....

iii. ....

iv. ....

v. ....

vi. ....



**APPENDIX 6: PUBLIC PRIMARY SCHOOLS IN DIANI ZONE, KWALE COUNTY**

**(a) List of schools**

- |                 |                    |
|-----------------|--------------------|
| 1. MVINDENI     | 21. MADOGO         |
| 2. MULUNGU NIPA | 22. ZIGIRA         |
| 3. MWANJAMA     | 23. MAGAONI        |
| 4. MKWAKWANI    | 24. GANJA LA SIMBA |
| 5. MWAMAMBI     | 25. MWAMANGA       |
| 6. KILOLI       | 26. GASI           |
| 7. KILOLE       |                    |
| 8. MAKONGENI    |                    |
| 9. MWAKIGWENA   |                    |
| 10. GALU        |                    |
| 11. MAGUTU      |                    |
| 12. MWABUNGO    |                    |
| 13. MBUWANI     |                    |
| 14. MUHAKA      |                    |
| 15. BONGWE      |                    |
| 16. MABOKONI    |                    |
| 17. MWARONI     |                    |
| 18. VUKANI      |                    |
| 19. SHAMU       |                    |
| 20. KINONDO     |                    |

**(b) Schools selected for the study**

1. MVINDENI
2. MKWAKWANI
3. MWAKIGWENA
4. BONGWE
5. MWARONI
6. SHAMU
7. GALU
8. MADOGO

**APPENDIX 7: LETTER FROM THE UNIVERSITY**



**UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

Telegram: "CEES"  
Telephone: 020-2701902

P.O. BOX 30197  
OR P.O. BOX 92  
KIKUYU  
Ref. UON/CEES/F/4/11

2rd October, 2016

**THE NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY  
P.O BOX 30623-00100  
NAIROBI**

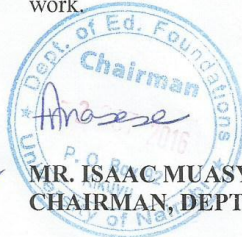
Dear Sir/Madam,

**RE: APPLICATION FOR AUTHORITY TO CONDUCT RESEARCH IN KENYA FOR  
FRANCIS MALUKI REG.NO E56/62597/2011**

This is to certify that the above named person is a student of the University of Nairobi;  
Department of Educational Foundations.

He has completed his coursework and is ready to embark on his research work. His project proposal has been approved by the department. His research title; "*Effects of tourism on pupils' academic performance in the Kenya Certificate of Primary education (KCPE) in public primary schools in Diani zone, Kwale County.*"

Please assist him acquire the Research permit to enable him continue towards completion of his work.




for

**MR. ISAAC MUASYA  
CHAIRMAN, DEPT. OF EDUCATIONAL FOUNDATIONS**

**APPENDIX 8: RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MR. MALUKI N/A FRANCIS**  
**of UNIVERSITY OF NAIROBI, 16-80405**  
**KINANGO, has been permitted to**  
**conduct research in Kwale County**  
**on the topic: EFFECT OF TOURISM ON**  
**PUPILS' ACADEMIC PERFORMANCE IN**  
**THE KENYA CERTIFICATE OF PRIMARY**  
**EDUCATION (KCPE) IN PUBLIC PRIMARY**  
**SCHOOLS IN DIANI ZONE, KWALE**  
**COUNTY**  
**for the period ending:**  
**9th March, 2018**


**Permit No : NACOSTI/P/17/52249/15164**  
**Date Of Issue : 10th March, 2017**  
**Fee Recieved :Ksh 1000**



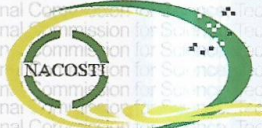
*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEACH CLEARANCE**  
**PERMIT**

**Serial No.A 13172**

**CONDITIONS: see back page**