

**INFLUENCE OF FISHING ACTIVITIES ON ACADEMIC PERFORMANCE
OF SECONDARY SCHOOL STUDENTS IN RACHUONYO NORTH SUB-
COUNTY, KENYA.**

OJIJO GRACE AUMA

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DECLARATION

I declare that this research project is my original work and has not been presented for a degree in any university.

Sign..........Date.....

Grace Auma Ojijo

E56/67044/2013

Supervisor

This research project has been submitted with my approval as university supervisor

Sign..........Date.....

Prof. Lucy Kibera

Department of Educational Foundations

University of Nairobi

DEDICATION

To my late sister *Beatrice Atieno Ojjo*.

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ABSTRACT

The purpose of this study was to investigate the influence of fishing activities on academic performance of secondary school students in Rachuonyo North sub-county. The specific objectives were to examine the activities associated with fishing and how they influenced academic performance of secondary school students and determine the extent to which parental occupation and level of education influenced academic performance of secondary school students in Rachuonyo North Sub-County. This study was based on conflict theory advanced by Karl Max. The theory postulates that there is opposition among individual, groups and social structures. The study targeted students and principals of the 49 secondary schools in Rachuonyo North Subcounty. The researcher used simple random sampling to select 14 public secondary schools and 20 form three students in each of the sampled schools. The total sample size was 292 respondents. Information for this study was mostly generated through the use of structured questionnaires. Reliability analysis was done through doing a test-retest method to students' and principals' questionnaire. Validity was ensured through discussion with the experts who included supervisors and colleagues. Primary data was collected and analysed using quantitative and qualitative methods and then presented in tables and graphs in percentages. Data analysis was done using the Statistical Package for Social Sciences (SPSS) and the Microsoft Excel software. The study has established that students participated in fishing activities both while attending school and after dropping out of school. Major fishing activities that students mostly engaged in included: actual fishing mentioned by 69.2% of students; repairing of fishing nets 54.6% of students; setting of nets in the lake 72.1% of students and removal of fish from the nets 72.1% of students. Further, 84.6% of the students believed that their counterparts who engage in fishing activities tend to perform poorly in their classwork. Other findings have indicated that occupation of parents is a factor that influences students' participation in fishing activities. It is recommended that the communities along the beaches collaborate with parents, school principals and the school Boards of Management in instituting measures that will keep students from engaging in fishing activities as a strategy of improving on academic performance of students. Parents should also be encouraged to start income generating activities with the aim of improving their income status and thus reduce their children's involvement in earning a living before completing secondary school education.

LIST OF ABBREVIATIONS

DGSDO	DISTRICT GENDER AND SOCIAL DEVELOPMENT OFFICER
EFA	EDUCATION FOR ALL
FAO	FOOD AND AGRICULTURAL ORGANIZATION
ILO	INTERNATIONAL LABOUR ORGANIZATION
KCSE	KENYA CERTIFICATE OF SECONDARY EDUCATION
MDG	MILLENNIUM DEVELOPMENT GOALS
MoEST	MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
MoH	MINISTRY OF HEALTH
NHPC	NATIONAL HOUSING AND POPULATION CENSUS
SPSS	STATISTICAL PACKAGE FOR SOCIAL SCIENCES
UNESCO	UNITED NATION S EDUCATION SCIENCE AND CULTURAL ORGANIZATION

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

According to education for all (EFA) global monitoring report (2015) analysis of survey data showed that many countries exhibited persisting rates of part time work by students. This is despite the increased school coverage seen in many countries. The report pointed out that substantial proportion of adolescents continued working alongside their normal schooling activities. For example, in Cameroon, about 70 per cent of students aged 12 to 14 worked in 2001 with little change observed by 2011.

Child labour as observed by Rosi and Rosati (2001), significantly increases the probability of failing and of grade repetition in schools. The same sentiments were echoed by Sedlacek et al (2005) who added that child labour affects not only academic performance but also enrolment in public schools. In another study conducted in Egypt, Assaad et al (2001) explored the effect of child work on school enrolment and found that for both boys and girls, work is strongly associated with not being in school. In addition to enrolment rates, grade repetition rates are also affected by child labour more so for the children engaged in both working and schooling.

Food and Agricultural Organization – International Labour Organizations (FAO-ILO) report (2011) defines child labour as work that impairs children's well being or hinders their education, development and future livelihoods. They include commercial agriculture, fishing, manufacturing, mining and domestic services. The report establishes child labour as a great concern in many parts of the world with an

estimated 215 million child labourers globally and about 60 percent of them working in the agriculture sector including fisheries and aquaculture.

In a study carried out in Thailand by the International Labour Organization (ILO) in 2013, half of those engaged in fishing ranged between the age of 18-28 years old and of a particular note of the sample population was the presence of seven fishers that were below age of 15 and 26 fishers that were between 15 to 17 years of age. The report established that majority of the fishers studied had little in the way of education with 58 percent interviewed having utmost five years of formal schooling and only a small proportion had completed secondary school.

Communities around Lake Victoria in East Africa mainly derive their livelihood from the lake since most of them have no alternative occupation apart from fishing (Omwega, 2000). This is due to the extreme climate events such as flood and droughts which impact on the livelihood activities of communities around it (UNESCO, 2008). The fishing industry hires many unskilled workers who reside in landing sites, temporary fishing camps and more permanent fishing villages on the lake shores. These sites are dynamic centres of activity attracting different types of people namely: fulltime fishermen, fish traders and processors, service sector workers in lodges and restaurants as well as commercial sex workers. Many teenagers who are of school going age often work on these sites (Westaway, Barratt & Seeley, 2009).

Previous studies on fish farming have been diverse with varied focus. Oloo & Atieno, (2011) studied fish farming as a way of boosting economic stimulus. Nora (2013) examined the potential of fish farming to improve the livelihood of farmers in the

Lake Victoria region. Some studies also focused on prevalence of transactional sex in selected fishing communities. K'achieng (2011) carried out a research on the influence of fishing related activities on pupils' participation in primary school education and established that fishing related activities had a negative influence on the academic performance of these pupils. As a follow-up to Kachieng's study, it is the researcher's objective to investigate the influence of fishing activities on the academic performance with exclusive focus on secondary school students in Rachuonyo North Sub County.

Fishing is a form of primary production which is distinct from core agriculture. It consists of integrated activity directed towards fish production. These activities are concentrated mostly at places called fishing stations which is a special type of site located on streams, lakes, ocean beaches and ponds (ILO, 2013). Such activities include net mending, boat making and repair, removal of fish from nets, selecting/sorting of fish according to their sizes, setting and resetting of nets, offloading of fish merchandise from boats into lorries among others (Udo et al, 2009). When the fishing station is of lower capacity some of this processing work like sorting, washing, salting, fish drying/smoking and bagging for sale are done at home. These activities take place from dawn till evening and students usually participate in them in the morning before going to school. All these could affect the academic performance of students involved as a result of fatigue that leads to poor concentration in class.

Rachuonyo North Sub-County is located in the Homabay County which is one of the 47 counties in the republic of Kenya. It is bordered by Kisumu County to the north

and to the east, Rachonyo south to the south, and Homabay Sub-County to the west. Information received from the District Gender and Social development office indicates that fishing is leading among the many socio economic activities undertaken in Rachonyo North Sub-County. Other socioeconomic activities include, horticultural farming aided by Oluch Kimira irrigation scheme which was initiated in 2013, subsistence farming in parts of west Karachuonyo and other small businesses.

Top five diseases for those over five years in Rachonyo North Sub-County, according to statistics from the Ministry of Health in 2015, includes; malaria (34,003), HIV/AIDS(27,097), Upper Respiratory infection (17,421), Typhoid Fever(3,663) and Skin Diseases (3,347). All these diseases affect health of students including school attendance and academic performance. With the high prevalence of HIV/AIDS in the region, students who drop out of school to engage in fishing activities are prone to the influence of engaging in immoral sexual activities thereby increasing the spread of the disease and endangering their lives.

Resident communities in this Sub-County are stuck to traditional cultures like polygamy, wife inheritance, gender based violence. Cases of early marriages and early pregnancies are also observed .The poverty level of this Sub-County stands at 39.7 per cent. Given such poverty levels and abundant water resources in the Sub-County, many people including teenagers intensify their fishing activities. According to the National Housing and Population Census (NPHC) Report 2009, the Sub-County had a total population of 165,105.

The academic performance of Rachuonyo North Sub-County has been consistently lower than that of its neighbouring sub-county of Rachuonyo South whose predominant activity is not fishing. Comparative results of KCSE examinations of the Rachuonyo North and Rachuonyo South Sub-Counties are provided in Table 1.1.

Table 1.1: KCSE Mean Scores for Rachuonyo North and Rachuonyo South Sub-Counties

Year	No. Of schools	2014	2013	2012	2011
Rachuonyo South	84	6.602	6.013	5.827	6.144
Rachuonyo North	49	6.022	5.524	5.292	5.349

Source: County Education Office 2011-2014

The information in Table 1.1 shows that Rachuonyo North Sub-County has only 49 secondary schools compared to Rachuonyo south which has a total number of 84 secondary schools. The minimum university entry requirements according to the Commission of University Education is a C+ (which has an aggregate of 7 points) which is significantly above the average performance of Rachuonyo north Sub-County of 5.5. The above analysis clearly points to the lower performance of Rachuonyo North Sub-county in comparison to its neighbouring Sub-County.

1.2 Statement of the Problem

The overall problem addressed in this study is that, despite the high enrolment of students in secondary schools in Kenya after the introduction of subsidized secondary school education in 2008, academic performance still remains a challenge. Little has hitherto been done to analyse how fishing activities influence academic performance of secondary school students. Instead, most studies have focused on other socioeconomic activities. The researcher thus sought to investigate the influence of

fishing activities on academic performance of secondary school students in Rachuonyo North Sub County.

1.3 Purpose of the Study

The purpose of this study was to establish the effect of fishing activities on academic performance of secondary school students in Rachuonyo North Sub-County.

1.4 Research Objectives

The research objectives for this study were to:

1. examine the activities associated with fishing and how they influence academic performance of secondary school students in Rachuonyo North Sub-County .
2. determine the extent to which parental occupation and level of education influence academic performance of secondary school students in Rachuonyo North Sub-County.

1.5 Research Questions

1. To what extent do fishing activities influence academic performance of secondary school students in Rachuonyo North-Sub County?
2. To what extent does parental occupation and level of education influence academic performance of secondary school students in Rachuonyo North Sub County?

1.6 Assumptions of the Study

The study made the following assumptions:

- That all the students selected for the study had gone through the same level of tuition in terms of teaching time and covering the same syllabus
- That students have knowledge of fishing activities even though they may not be involved in them
- That students and principals would be willing to respond to questionnaires on fishing activities.

1.7 Limitations of the Study

One of the limitations that the study had was of lack of openness in divulging information required in this research due to the sensitivity of fishing and related activities.

1.8 Delimitations of the Study

The study confined itself to students and teachers in public secondary schools in Rachuonyo North Sub-County. The results of this study has therefore not been generalised beyond the Sub-County.

1.9 Significance of the Study

This study is likely to provide information to programme managers within and outside the Ministry of Education and fisheries together with other development partners on ways to curtail the participation of school going teenagers in fishing and related activities. It is also hoped that it will provide lessons to the community on how fishing activities influence academic performance of their children. In addition, researchers and scholars may make use of the findings of this research as a basis for further research.

1.10 Definitions of Significant Terms

Academic performance: This refers to how well a student is accomplishing his tasks and studies and is manifested either in good grades or poor grades

Fishing: This refers to an economic activity involving catching fish for either domestic use or as a source of income.

Fishing related activities: This refers to activities such as making and repairing nets, washing, salting and smoking of fish, processing and marketing of fish among others.

Teenager: This refers to school going children aged between 13 to 18 years.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter discusses the literature related to fishing and related activities on academic performance of secondary school going students. It particularly focuses on the extent to which fishing activities and family factors, in terms of parent's occupation and level of education, influence academic performance of students.

2.1 Influence of fishing activities on academic Performance

Scholars have reported that engaging a child in income generating activities increases the probability of failing a grade and even dropping out of school. As observed by Rosi and Rosati (2001) in Pakistan and Nicaragua, additional hour worked significantly increases the probability of grade repetition and even an hour of work per day, increases the probability of failing in school. Udo et al (2013), in their study entitled the "Effects of Fishing Activities on the Academic Performance of Teenagers in Riverine Areas of Nigeria: Implications for Educational Development Policy in Nigeria" sought to establish the effect of fishing activities on academic performance of teenagers amongst the riparian communities and found out that academic performance of students was statistically and inversely related to frequency of fishing per week but directly and significantly related to fishing as a means of supporting education. They further observed that only 12 percent of teenagers who engaged in fishing could take an academic performance position of 1st to 5th in their classes, yet teenagers in the same environment who were not engaged in fishing performed better in their classes by having an average performance score of 60 percent.

In another study entitled “The Influence of Participation in Fishing Activities on Academic Achievement of Primary School Pupils in Suba And Homa-Bay Districts, Kenya”, Ligeve et al (2012) sought to determine whether fishing activities had an influence on pupils’ academic achievement. They found out that participation in fishing activities had an effect on academic achievement, and that the effect was moderated by gender. On the same note, Walakira et al (2008) observed in their study of child labour in the fisheries sector in Uganda that out of the 59 percent that were not attending school in their sample, 54 percent dropped out of school and 5 percent never enrolled. Similarly, Westaway et al (2009), studied the educational attainment and literacy in Ugandan fishing communities undertaken in three Ugandan villages. They established, using in-depth qualitative research that low educational attainment existed in the fishing communities where very few children complete primary school and even fewer transitioned to secondary school. In addition to high dropouts, they also observed poor results in the end of year examinations. Some of the reasons they highlighted for the dropout and poor performance were offer of paid work (often in relation to fishing), group influence and lack of money to pay for school requirements.

2.2 Influence of family factors on academic performance

Mwaura, 2014 points out that parents’ socio-economic status influences students’ Kenya Certificate of Secondary Education (KCSE) performance due to its influence on school attendance as well as provision of learning resources to their children. Abdu-Raheem (2015), findings confirms this by pointing out that there exists a

relationship between parents' socioeconomic status and the academic performance of their children in secondary schools. The socio-economic status of a parent in this study stands for parent's occupation and level of education.

2.2.1 Parents' occupation and their children's academic performance

Mayer (2002), in her study on influence of parental income on children's outcome in US documented the findings on six broad areas of child outcome; cognitive test scores, socio-emotional functioning, mental health and behavioural problems, physical health, teenage child bearing, educational attainment and future economic status. She established that parental income is positively associated with all these outcomes and adds that the size of the effect of income differs across different outcomes but appears to have its largest effect on cognitive test score and educational attainment. Under educational attainment, Mayer(2002) asserts that parental income affects children educational attainment by affecting the quality of primary and secondary schooling thereby affecting students achievement in the lower grades and hence their achievement in and expectations for post primary schooling. Parental income may also affect parents' expectation for their children. If parents think they cannot afford to send their children to college they may discourage their aspirations.

Gratz (2006) in his article entitled "The Impact of Parents Background on Their Children Education.", points out that along with their ability to educate their offspring, the economic status of people plays a huge role in their own education. He explains that parents with lower income often have to work longer hours to earn their small salaries. This leaves them with less time to get more involved in their kids

learning process. There is also typically more conflict in homes of lower income because there are more tensions caused by stress within the family. According to the article, it has been found out that a parent who experiences conflict at home over child rearing and family rules fails to provide a consistent message to their children, resulting in poorer school performance.

Kibera and Kimokoti (2007) have argued that people of high socio-economic status are likely to send their children to school earlier than those of low socio-economic status because they have the resources. This gives such children greater opportunity to do better in school due to their headstart in school work compared to their counterparts from families of low socio-economic status.

Mwaura (2014) observed that parents of different occupation classes have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. Therefore, socio-economic status does not only affect the academic performance but also lowers the self esteem of children from low background in competing with their counterparts from high socio-economic background under the same academic environment.

Walakira et al (2008) established that some parents valued fishing more than education. Parents who are fishermen have limited education but have money and they may never feel the need to send their children to school. When they go fishing, they entice their children to help in smoking fish, salting and marketing fish. They consider education to be long term while fishing on the other hand is short term and produces some income immediately.

2.2.2 Parental Level of education and their children's academic performance

Various researchers have attempted to investigate the relationship between the level of education of parents and their children's educational outcomes. Kean(2005) studied the influence of parents education and family income on child achievement. He found that there was a direct effect of parental education on European-American children's standardised achievement scores and also noted that parental education exerted indirect effect on parents' achievement, fostering behaviours and subsequently children's achievement. Kean argues that parental education is linked to the parent providing a more stimulating physical, cognitive and emotional environment in the home and more accurate beliefs about their children actual achievement.

Gratz (2006) points out that, children's brains are like sponges, they absorb everything surrounding them. Therefore, what they learn from their parents in the first years of their lives impact for the rest of their lives. He goes ahead to emphasize that education that children receive is very much dependent on the education that their parents received when they were children and therefore parents with an educated background have a much easier time preparing their children for school compared to parents lacking this background.

Gluckman (2004), in his book entitled "Letter to the next president: What can we do about the real crisis in public education" emphasizes how much research has

repeatedly demonstrated that schools do better when parents are engaged as equal partners in the decision making that affect their children and their school. However, parents with less education do not participate as often in their children education to some extent because they don't realise the importance of their interactions with schools.

Niza (2011) in her article published in the International Journal of Humanities and Social Sciences, observes that parents have ignored guiding their children and adolescents as they grow up and such children were later trapped in to immoral activities. This was mainly attributed to by parent's ignorance on the importance of education. Some children were not schooling not because their parents could not afford to send them to school but mostly because their parents were lazy and could not motivate them to study and actually thought that sending children to school was a waste of money

To sum up, the literature reviewed seems to suggest that each hour worked by a school going student significantly increases the probability of grade repetition and of failing in school. It is not surprising that low educational attainments exist in the fishing communities where very few children complete primary school and even fewer transitioned to secondary school due to their involvement in fishing activities. The academic performance of students has been found to be inversely related to frequency of fishing per week.

There is also evidence to show that there is a relationship between academic performance and students' family background. Students whose parents have high levels of education and have good jobs tend to remain longer in school and to perform

better academically compared to students from poorer backgrounds. Generally they have no need to drop from school to join labour market because parents are able to provide them with basic needs such as food, clothing, shelter and reading materials among others. Parents' background can therefore be considered as an influential yet significantly underrated factor in their children education.

2.3 Theoretical Framework

This study was based on conflict theory advanced by Karl Marx et al (2005). The theory postulates that there is opposition among individual, groups and social structures. Fundamental to such opposition is the existence of scarcity or limitation of resources for achieving goals(Kibera &Kimokoti, 2007). Conflict theory looks at the nature of resources different people and groups have at their disposal or under their direction. The resources include material benefits, wealth privileges, status and knowledge. It is for this reason that the main proponent of conflict theory Karl Marx proclaimed that “the history of all existing society is history of class struggle”. For instance, there is struggle between the rich and the poor, power and the ruled, educated and uneducated, those who are economically powerful and the poor. He claimed that the structure of the industrial society is such that it breeds conflict in every stage.

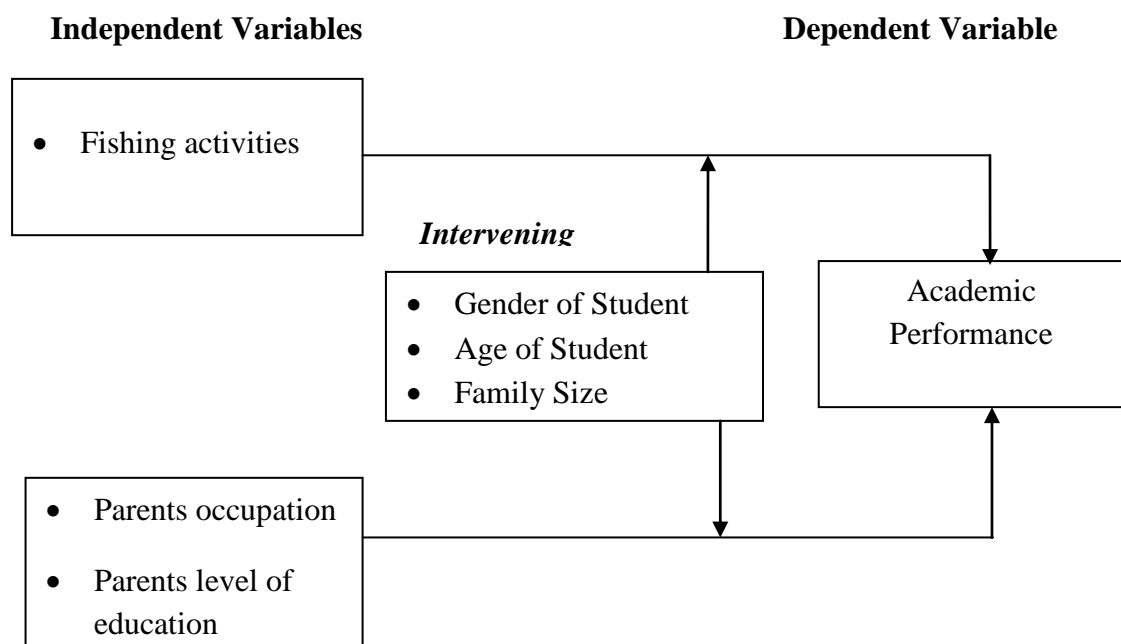
The theory was adopted for this study because school as one of the social institutions in the society always experiences conflict. Conflict between the learner's willingness to learn and the inadequacy of the resources that enable them access education (Kilonzo, 2015), conflict between the school administration as they will always need money to manage the school and sustain the learning activities in the school while the

learner on the other hand, because of social economic background or other reasons may not be able to afford the required fee forcing them to embark on other socio-economic activities like fishing in order to educate themselves and this impacts on their academic performance. There is also conflict of interest in the teenagers as some may consider fishing as a beneficial and exploitative activity as they can share in the redistribution of wealth by earning wages and sometimes they can learn skills and social values that schools may not offer (Ligeve, Poipoi & Maragia, 2012).

2.4 Conceptual framework

A conceptual framework is an analytical tool used to make distinctions and organize ideas in the research process. The conceptual framework for this study is diagrammatically summarized in Figure 2.1. It shows the relationship between the dependent variables (Academic performance) in secondary schools and independent variables (fishing activities, parents' occupation and parents' level of education).

Figure 2.1: Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

This chapter presents a detailed description of the research methodology that was used to conduct the study. This includes the research design, the target population, sample and sampling procedures, data collection methods, data collection instruments, the validity and reliability of the instruments and data analysis procedures.

3.1 The Research Design

A research design is a programme that is used to generate answers to research problems. Descriptive survey methods were utilized to address the questions posed for this study. Geneserth(1984), defines descriptive survey as a method of collecting information by interviews or administering questionnaires to a sample of individuals. This method was adequate for the study because it provided both qualitative and numeric descriptions of a sample of the population. This enabled inferences to be made about some characteristics, attitudes, opinions or behaviour of the target population.

3.2 Target Population

Target population refers to the total number of subjects or the total environment of interest to the researcher (Oso & Onen, 2005). This study was carried out in the 49 schools in Rachuonyo North Sub-County. The target population comprised a sample of form three students. This class of students was selected because they have been in school for a while and tend to understand the importance of education. Form Three students were also deemed to be mature enough not shy off from giving information regarding this activity. Principals were also be part of the target population as they are

the administrators and implementers of the curriculum and therefore information obtained from them played a significant role in the study.

3.3 Sampling Techniques and Sample Size

A sample is a part of the target population that has been procedurally selected to represent it (Oso & Onen, 2005). A sample can also be defined as an affinitive part of a statistical population whose properties are studied to get information about the whole (Webster, 1985). Sampling is a process of selecting a number of individuals or objects from target population such that selected group contains elements representative of the characteristics found in the entire group.

Out of the 49 schools, 30% were purposefully sampled to participate in the study as the researcher targeted schools which were closely situated to the lake, giving a sample size of 14 schools. 20 students in Form Three were randomly sampled from each of the 14 schools giving a sample size of 280 students. All the principals were sampled for the study. In total 280 students, and 14 principals participated in the study.

3.4 Data Collection Methods

Data is anything that is given or admitted as a fact on which a research inference will be based. It is anything actual or assumed, used as a basis of reckoning (Oso & Onen, 2005). The study utilized both primary and secondary sources of data. Primary sources refer to the information a researcher obtained directly. For this study, primary data was collected using exploratory and formal standardised questionnaires which

were administered to students and principals. The questionnaires were delivered in person to each of the participating school and there was a research assistant waiting for them to be filled after which s/he collected so as to ensure 100% response rate. Secondary data on the other hand, is the data that has already been collected, analysed and documented. This was collected from published and unpublished literature from various libraries, research centres and national archives. Other materials included books, research reports, journals and websites.

3.4.1 Data Collection Instruments

The researcher used a questionnaire as the main data collection tool. This tool enabled the researcher to capture from the respondents, both qualitative and quantitative data. The questionnaires were self-administered and the main respondents were students and principals. This was found effective because the target population is literate. The main reasons for administering the questionnaires was to enable the researcher fulfil the objectives of the study and also get sensitive information which one cannot obtain from the secondary data.

3.4.2 Procedure for Data Collection

The researcher collected primary data from the sample obtained from target population during the period of January-March 2016, using self-administered questionnaires. This was done after obtaining a permit from the National Council for Science and Technology. The data was collected by the researcher and two research assistants. Since secondary sources are sometimes inaccurate and facts easily disputed, primary data was deemed necessary to fulfil the objectives of this study and confirm the validity of the secondary data so obtained.

3.5 Validity and reliability of Research Instruments

3.5.1 Validity

Validity refers to the extent to which data collection instruments measure the intended phenomena that it was meant to measure Mugenda (2003). To ascertain the content validity of the research instrument, the instruments was pre-tested in a pilot study in order to ensure that they were able to yield the required information during the study.

3.5.2 Pilot Study

Pilot testing was done with two secondary schools in Rachuonyo north Sub-Couny namely: Wagwe Mixed and Kanyamfwa Mixed Secondary Schools. The pilot sample was selected because it had characteristics similar to those of the targeted sample. The pilot respondents were asked to complete the questionnaires. The results of the pilot study were used for correction of ambiguous and wrongly structured questions. This enabled the researcher to develop instruments that would yield valid, relevant and reliable data. After the pre-test, the questionnaires were revised to make it fully appropriate to collect the required data.

3.5.3 Reliability

A research instrument is reliable when it provides consistency results upon repetition or replication (Mugenda, 2003). The reliability of this study was done using the test retest reliability technique, where the same instrument, the same sampling technique and the same procedure was administered to selected respondents from the same sample.

3.6 Data analysis Techniques

Data analysis in this project involved quantitative and qualitative methods. The qualitative, open-ended survey responses were transformed into quantitative data through coding and careful data screening and cleaning procedures. The quantitative data were analysed using of statistical package for social sciences (SPSS) software. The analysis of the data was done through descriptive statistics which helped the researcher to tabulate data and present it in frequencies and percentages.

3.7 Ethical Considerations

The researcher needed to create a rapport with the respondents in order to get a positive response from them. The rights of respondents were respected since their consent was sought for before participating in the research process. In addition, the researcher assured the respondents of the confidential use of the data collected.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and findings of the study. It outlines the questionnaire return rate and the background information of the respondents. The chapter also provides descriptive data from the sample population used in the study presented against each research objective.

4.2 Response Rate of respondents

Out of 280 questionnaires administered to the 280 students and 14 questionnaires administered to 14 principals, 240 and 12 questionnaires were filled and returned. This gives an approximate response rate of 86 per cent. According to Mugenda and Mugenda (2003), 50 percent response rate is adequate, 60 percent good and above 70 percent rate very good. This means the response rate of 86% is satisfactory for the purpose of making conclusions for the study. The response rate by category of respondents is summarised in Table 4.1

Table 4.1: Response rate

Respondents	Issued	Returned	%
Principals	14	12	86
Students	280	240	86
Total	294	252	86

4.3 Students' Gender

The students were asked to indicate their gender, this aimed at establishing whether both gender participated in the study. The gender distribution of respondents was as indicated in Table 4.2

Table 4.2: Students' gender

Demographic Information		Frequency	%
Gender	Male	135	56.2
	Female	105	43.8
Total		240	100.0

The data in Table 4.2 show that 56.2% of the student respondents were male while 43.8 % were female which confirms that both gender participated in this study. This study establishes that the enrolment for male students is higher than that of female. This result is similar to the findings of the Economic Survey 2015 which indicate that out of the 482,133 students who sat for KCSE examination in 2014, 46.3% (223,237) were female and 53.7% (258,896) were male.

4.4 Students' age

The students (Form 3) were asked to indicate their age. This aimed at establishing influence of fishing activities on academic performance of secondary school students in Rachuonyo North Sub County. The results are shown in the Table 4.3.

Table 4.3: Students' age

Demographic Information		Frequency	%
Age	13 – 15 Years	1	0.4
	16 – 17 Years	58	24.2
	18 – 19 Years	166	69.2
	Above 20 Years	15	6.2
Total		240	100.0

The data in Table 4.3 shows that the highest proportion (69.2%) of the students was aged between 18 and 19 years which is an older age group for form three students. Since the average starting age for primary school in Kenya according to World Bank report 2015 is 6 years, students who go through the education systems normally are expected to have reached form three level at 17 years of age. This means that there exist cases of grade repetition occasioned by, among other factors, poor academic performance.

4.5 Parents' occupation

Students were asked to indicate the occupation of their parents. This aimed at establishing the dominant occupations of parents of secondary school students in Rachuonyo North Sub County.

Occupation of Mothers

The occupation status of mothers is presented in Table 4.4.

Table 4.4: Mothers Occupation

	Frequency	Percentage
Salaried	23	9.60%
Self employed	95	39.50%
Casual Labourer	46	19.20%
Deceased	75	31.30%
Missing Responses	1	0.40%
Total	240	100.00%

The information in Table 4.4 indicates that the highest proportion of mothers were self employed. The low levels of personal income that characterises this category can hardly meet the educational needs of their children.

Occupation of Fathers

The occupation status of fathers is presented in Table 4.5

Table 4.5: Fathers' Occupation

	Frequency	Percentage
Salaried	34	14.20%
Self employed	90	37.40%
Casual Labourer	46	19.20%
Deceased	69	28.80%
Missing Responses	1	0.40%
Total	240	100.00%

The information in Table 4.5 also indicates that 37.4% of fathers were self-employed. This is a demonstration of the low levels of family incomes in Rachuonyo North Sub County which may be contributing to the low levels of academic performance in the Sub County. This results agree with the assertion by Mayer(2002) that parental income affects children educational attainment by affecting the quality of primary and secondary schooling thereby results in achievement of low grades. A high percentage of children are orphans in the area that was targeted by the study. These children are forced to seek for ways of meeting their daily needs since they lack parental care and therefore they were forced to engage in fishing and related activities thereby sacrificing the time that should otherwise have been devoted to studies.

4.6 Parents' education

Students were asked to indicate the level of education of their parents. This was aimed at establishing the extent to which parents' level of education influences academic

performance of secondary school students in Rachuonyo North Sub-County. The results on mothers' level of education are presented in Table 4.5.

Table 4.6: Mothers' Level of Education

	Frequency	Percentage
Has no formal education	25	10.30%
Primary	112	46.70%
Secondary	88	36.70%
University	11	4.60%
Missing Responses	4	1.70%
Total	240	100.00%

The information in Table 4.6 indicates that the highest proportion of mothers are educated up to primary level. This low level of education in addition to limiting mothers ability of providing a more stimulating physical, cognitive and emotional environment in the home for their children as well as limiting their ability to engage in more rewarding occupations(Kean, 2005).

The results for the fathers' level of education are indicated in Table 4.7

Table 4.7: Fathers' Level of Education

	Frequency	Percentage
Has no formal education	21	8.80%
Primary	80	33.20%
Secondary	113	47.10%
University	22	9.20%
Missing Responses	4	1.70%
Total	240	100.00%

The analysis in Table 4.7 indicates a that the highest proportion of fathers is educated up to secondary school level while mothers are educated up to primary school level. The low level of education of parents explains the low levels of academic performance in the sub county. Kean(2005) argues that parental education is linked to

the parent providing a more stimulating physical, cognitive and emotional environment in the home and more accurate beliefs about their children actual achievement which may be a big shortcoming for parents in Rachuonyo North Sub-County.

4.7 Background information on students by family size

Students were asked to indicate the number of children in their families. This question was aimed at establish average family size to analyze its influence in the academic performance of secondary school students in Rachuonyo North Sub County. The results are presented in Table 4.8.

Table 4.8: Number of children a family

No. of children in the students family		
No. of Children	Frequency	Percent
1-2 children	17	7.1
3-4 children	77	32.1
Above 4 children	145	60.4
Missing Responses	1	0.4
Total	240	100.0

The information in Table 4.8 shows that the highest proportion of families had over four children indicating an average household size of over six. According to the 2009 National Population and Housing Census 2009, the national average household size was 4.40 while that for the former Nyanza province was 4.58 which, based on the findings of this study, this is still below the household size of Rachuonyo North Sub County. The large household sizes shows the need for more resources for so as to provide for their basic needs which influences the families to send their children to engage in income generating activities to ease the burdens of their parents.

4.8 Background information on Principals

The researcher also sought to establish the background information about the principals by including questions that require information on their demographic characteristics. The demographic information included principal's gender, age, and work experience. Morris and Linda (2010) established a significant relationship to principals' gender and the years serving as an administrator and the school's academic growth trends in reading and mathematics. This information was therefore found necessary to analyse the influence of the above mentioned variables of principals on students' academic performance.

4.8.1 Gender of principals

The respondents were asked to include the gender. The results found were as shown in Table 4.9.

Table 4.9: Principals' gender

Demographic Information by Gender		
Male %	Female %	Total
83.3	16.7	100

The information in Table 4.9 shows that the highest proportion of principals was male. According to the Economic Survey 2015, the total number of trained female teachers was 47,701 representing 60.6% while that of male was 31,018 representing 39.4% female teachers. This does not tally with what is observed at leadership level. This may be attributed to the retrogressive cultural beliefs and social stigma that discourages women from taking up leadership positions.

4.8.2 Age of principals

School principals were asked to indicate their respective ages. This was aimed at establishing how principals at different age brackets viewed the influence of fishing activities on academic performance of secondary school students. The results are shown in the Table 4.10.

Table 4.10: Principals' age

Demographic Information		Frequency	%
Age	35 – 45 Years	6	50.0
	46 – 55 Years	6	50.0
Total		12	100.0

The findings in Table 4.10 show that the proportions of principals by the age brackets are between 35 – 45 years and 46 – 55 years, is 50% respectively. The results indicate that school principals were of middle age and above which means that they are mature enough and experienced in offering appropriate leadership to institutions of learning.

4.8.3 Information on work experience of principals

The principals were asked to include their level of experience in their response. The results were as shown in Table 4.11

Table 4.11: Background information on Principals level of experience

Demographic Information by teaching experience		Frequency	%
Working Experience	1 – 5 Years	2	16.7
	6 – 10 Years	1	8.3
	Over 10 Years	9	75.0
Total		12	100.0

The information in Table 4.11 indicates that 9 out of 12 principals had over 10 years working experience. This represents 75% of total number of principals interviewed. Odumbe et al (2015) found out in her study entitled “Factors Influencing Student Academic Performance in Day Secondary Schools in Kenya: case study of Migori Sub-County” that a majority 10(47.6%) of the head teachers had headship experience of 6 to 10 years, followed by 7(19.1%) with less than 5 years and 4(33.3%), above 11 years. The current findings in this study are fairly comparable to those of Odumbe et al (2015).

4.9 Influence of fishing activities on academic performance

This subsection contains results of activities associated with fishing as well as their influence on academic performance of secondary school students in Rachuonyo North Sub-County. The researcher sought to examine the various activities associated with fishing by finding out the extent to which students think they engage in various fishing activities namely: actual fishing; loading and offloading fish merchandise from boats into lorries; sorting of fish in to different sizes; washing of fish; making of fishing boats making of fishing nets; setting of nets in the lake; removal of fish from the nets; selling of the already processed fish; smoking of fish; repairing of fishing boats; repairing of fishing nets; and salting of fish. The results are summarized in Table 4.12

Table 4.12: Extent to which students engage in various fishing activities

Statements on the engagement of students of fishing activities		Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Total
Students engage in actual fishing	F	20	29	25	74	92	240
	%	8.3	12.1	10.4	30.8	38.4	100.0
Students are involved in loading fish merchandise from boats into lorries	F	39	51	45	66	39	240
	%	16.2	21.3	18.7	27.5	16.3	100.0
Students are involved in offloading fish merchandise from boats into lorries	F	48	57	43	57	35	240
	%	20.0	23.8	17.9	23.7	14.6	100.0
Sorting of fish according to their sizes	F	47	40	39	70	44	240
	%	19.6	16.7	16.2	29.2	18.3	100.0
Washing of fish	F	47	42	35	57	59	240
	%	19.6	17.5	14.6	23.7	24.6	100.0
Making of fishing boats	F	80	55	44	41	20	240
	%	33.3	23.0	18.3	17.1	8.3	100.0
Making of fishing nets	F	56	42	37	60	45	240
	%	23.3	17.5	15.4	25.0	18.8	100.0
Setting of nets in the lake	F	18	27	22	64	109	240
	%	7.5	11.2	9.2	26.7	45.4	100.0
Removal of fish from the nets	F	26	23	18	66	107	240
	%	10.8	9.6	7.5	27.5	44.6	100.0
Selling of the already processed fish	F	62	43	39	57	39	240
	%	25.8	17.9	16.2	23.8	16.3	100.0
Smoking of fish	F	60	53	45	50	32	240
	%	25.0	22.1	18.8	20.8	13.3	100.0
Repairing of fishing boats	F	60	50	40	51	39	240
	%	25.0	20.8	16.7	21.2	16.3	100.0
Repairing of fishing nets	F	35	42	32	63	68	240
	%	14.6	17.5	13.3	26.3	28.3	100.0
Salting of fish	F	58	56	30	42	54	240
	%	24.2	23.3	12.5	17.5	22.5	100

Key: F=Frequency

The analysis Table 4.12 indicates that major fishing activities in which students are involved include: actual fishing(69.2%); repairing of fishing nets(54.6%); setting of nets in the lake (72.1%) and removal of fish from the nets(72.1%). This gives firm evidence that students actually engage in fishing activities. These findings concur with those of Udo et al (2009).

The researcher then studied the influence of activities associated with fishing on academic performance of students by investigating if students thought that their fellow students engaged in fishing activities during school days, if those who engaged in fishing activities tended to perform poorly in their class work as a result of fatigue resulting to poor concentration in class, if they thought that students absented themselves from school to engage in fishing activities, if those who did not involve in fishing activities did better in academic work than those who were involved and if they thought that engaging in fishing activities met students' tuition requirements. The results are as presented in Table 4.13.

Table 4.13: Relationship between fishing activities and academic performance

Statements on fishing activities		Disagree	Don't Know	Agree	Total
Students engage in fishing activities during school days	F	54	18	168	240
	%	22.5	7.5	70	100
Students who engage in fishing activities tend to perform poorly in their classwork as a result of fatigue	F	23	14	203	240
	%	9.6	5.8	84.6	100
Students Sometimes absent themselves from school to engage in fishing activities	F	28	16	196	240
	%	11.7	6.6	81.7	100
Students not involved in fishing activities do better in academic work than those who are involved.	F	56	18	166	240
	%	23.4	7.5	69.1	100
Engaging in Fishing activities meets students tuition requirements	F	63	44	133	240
	%	26.3	18.3	55.4	100

The data in Table 4.13 indicate that 70% of students agreed with the opinion “students engage in fishing activities during school days while 81.7% agreed with the opinion “students sometimes absent themselves from school to engage in fishing activities”.

These results confirm that some students opt to attend fishing activities for short term gains at the expense of going to school thereby exposing themselves to possibility of poor performance in class. These students may already have been accustomed to

sacrificing their opportunity to attend school and absent themselves from class instead of waiting for weekends and other free times to engage in fishing activities. Walakira et al (2008) observed a similar situation in their study of child labour in the fisheries sector in Uganda where they found out that out of the 59 percent of students were missing school in their sample of study, 54 percent dropped out of school and 5 percent never enrolled.

The results presented in Table 4.13 also show that 55.4% of students agreed with the statement that “engaging in fishing activities meets students’ tuition requirements”. At the same time 84.6% agreed with the statement “Students who engage in fishing activities tend to perform poorly in their classwork as a result of fatigue” and 69.1% agreed with the statement “students who do not involve themselves in fishing activities do better academically compared to those who are not involved”.

The results imply that students’ believe that engaging in fishing activities would help those who have difficulty in payment of their school fees thus providing a basis for which students are lured to engage in fishing activities. Another implication of the above results is that participation in fishing activities by students has a negative influence in the academic performance of secondary school students.

This result agrees with that of Ligeve et al (2012) in their study entitled “The Influence of Participation in Fishing Activities on Academic Achievement of Primary School Pupils in Suba and Homa-Bay Districts, Kenya” which sought to determine whether fishing activities had an influence on pupils’ academic achievement. Ligeve

et al found out that fishing activities had an influence on academic achievement though it was moderated by gender.

4.10 Influence of parental occupation on academic performance

This section looks at the influence of parental occupation on academic performance of secondary school students in Rachuonyo North Sub-County. The researcher studied this subject by investigating what students think on the influence of family related factors on secondary school academic performance. The researcher sought to find out if students think that their counterparts whose parents are learned tend to drop out of school, if students think that parents with no occupation hardly participate in school activities, if student think that parents with no occupation barely provide basic needs for their children, if students think that their counterparts whose parents have no occupation are more likely to drop out of school, if students think that their counterparts with wealthy parents are not likely to join fishing activities, if students think that their counterparts with poor parents are likely to join fishing activities and if students think that their counterparts from families with more children are likely to join fishing activities compared to those with fewer children. The findings on the likely influence of parents occupation and education on their children's academic performance are presented in Table 4.14.

Table 4.14: Influence of parents occupation and educational level on their children's education

Statements on influence of parents on their children's education.		Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree	Missing	Total
Students with learned parents tend to drop out of school	F	55	75	13	53	42	2	240
	%	22.9	31.3	5.4	22.1	17.5	0.8	100
Parents with no occupation hardly participate in schooling activities	F	32	46	21	61	78	2	240
	%	13.3	19.2	8.8	25.4	32.5	0.8	100
Parents with no occupation barely provide basic needs for their children	F	36	47	11	68	76	2	240
	%	15.0	19.6	4.6	28.3	31.7	0.8	100
Students whose parents have no occupation are more likely to dropout of school	F	41	50	11	46	90	2	240
	%	17.1	20.8	4.6	19.2	37.5	0.8	100
Students with wealthy parents are not likely to join fishing	F	32	34	15	45	112	2	240
	%	13.3	14.2	6.3	18.7	46.7	0.8	100
Students with poor parents are likely to join fishing activities	F	16	18	5	62	137	2	240
	%	6.7	7.5	2.1	25.8	57.1	0.8	100
Students from families with more children are likely to join fishing activities compared to those with fewer children	F	35	50	33	50	72	0	240
	%	14.6	20.8	13.8	20.8	30	0	100

According to results summarised in Table 4.14, students strongly agree with all statements except the first one i.e. “Students with wealthy parents tend to drop out of school”. The highest proportion (54.2%) of students disagreed with this statement. This implies that students with wealthy parents stay in school since their parents are

able to provide all the basic needs and the moral support needed to enable them comfortably stay at school and learn.

The highest proportion (46.7%) of students were of the view that “Students with wealthy parents are not likely to join fishing”. This may be explained by the fact their parents are able to provide basic needs to keep them comfortable both at home and at school. These students are therefore able to attend school at the right age without dropping out and even perform better in class as seen earlier. Kibera and Kimokoti (2007) explain that people of high socio-economic status are likely to send their children to school earlier than those of low socio-economic status because they have the resources. This gives such children greater opportunity to do better in school due to their headstart in school work compared to their counterparts from families of low socio-economic status.

The results also show that “Students whose parents have no occupation are more likely to drop out of school”. The highest proportion (31.7%) of students are in agreement with the statement “Parents with no occupation barely provide basic needs for their children”. In addition, students with poor parents are likely to join fishing activities since the highest proportion (46.7%) of students strongly agreed with this statement. Family size is also a factor that influences the likelihood of a child engaging in fishing activities since the highest proportion (30%) strongly support this opinion.

The implications of these results are that parents with no occupation hardly participate in school activities and barely provide basic needs for their children. Their children

are therefore more likely to drop out of school and join fishing activities compared to their counterparts whose parents have a gainful occupation.

Occupation of parents is a factor that influences students' participation in fishing activities. This may be attributed to the fact that lack of occupation by parents causes lack of steady source of income which creates difficulty in provision of basic needs for their families. Children in these families are therefore forced to look for ways and means to support their families in the spirit of unity hence they engage in fishing activities. Mwaura(2014) explains that parents occupation lowers the self-esteem of children from low socio-economic background in competing with their counterparts from high socio-economic background under the same academic environment. The lack of a reliable source of income for parents with no occupation limits their capacity to adequately provide for their children's basic needs. The converse is true for the employed parents or those with a steady source of income.

4.11 Ways to improve academic performance

The researcher asked students to list down what they think parents can do to improve the academic performance their children. The results are presented in Table 4.15.

Table 4.15: How parents can improve children’s academic performance

What students think should be done by parents to improve their academic performance	Frequency	%
Providing basic needs for their children	165	38.70%
Paying fees for their children on time	89	20.90%
Giving parental advice on the importance of education	75	17.60%
Strictly monitoring their children's academic progress	32	7.50%
Give their children time to read at home	19	4.50%
Love their children	10	2.30%
Disciplining their children	7	1.60%
Report to the teacher the misbehavior of their children"	5	1.20%
Provision of remedial tuition for their children	5	1.20%
Discourage fishing activities amongst students/their children	4	0.94%
Take them to school even without fees	4	0.94%
Provide accommodation/boarding facilities for learning	3	0.70%
Enforce school rules	2	0.50%
Take children who refuse to go to school to the police station	2	0.50%
Teach them negative effects of fishing	1	0.23%
Encourage children to participate in co-curricular activities	1	0.23%
Take them to schools that are far away from the lake	1	0.23%
Not allowing them to be near the lake shores	1	0.23%
Totals	426	100.00%

The results in Table 4.15 indicate students views on what should be done by parents to improve academic performance in frequencies and percentage of respondents in support of the respective views. What was listed most as what should be done by parents to improve their children’s academic performance include: provision of basic needs which constituted 38.70% of all responses; timely payment of school fees constituted 20.90%;

The results imply that students think that parents can improve their children’s academic performance by providing basic needs for their children, paying fees for their children on time, giving parental advice on the importance of education, strictly monitoring their children's academic progress, give their children time to read at home, and love their children.

The researcher asked principals what communities can do towards improvement of academic performance of secondary school students in Rachuonyo North Sub County.

The results were analysed summarized and presented in Table 4.16.

Table 4.16: Principals’ responses on how communities can help to improve students’ performance

What principals think the communities can do to improve academic performance of students	Frequency	Percentage
Mobilization of financial support for the needy children by paying their fees	5	23.81
Provision of better facilities at school	4	19.05
Sensitization on the benefits of education	3	14.29
Cooperating with teachers in disciplining their children/ change of attitude towards school	3	14.29
Restricting fishing activities to adults only	2	9.52
Motivating students and teachers through motivational talks	2	9.52
Monitoring the performance of their children in school	2	9.52
Totals	21	100.00%

The analysis contained in Table 4.16 shows that a majority of the school principals propose that the communities role should be that of mobilizing financial support for the needy children and provision of better facilities at school.

Principals were also asked what they think school administration can do improve academic performance of their students. The results are presented in Table 4.17.

Table 4.17: How school can improve its academic performance (Principals)

What Principals think School Administration can do to improve academic performance of students	Frequency	Percentage
Employ more teachers / ensure syllabus are covered	4	15.38%
Provision of learning materials	4	15.38%
Diligent Monitoring of school attendance by students	3	11.54%
Mentorship by role models	3	11.54%
Instill discipline amongst students/ Involve parents in disciplinary matters	3	11.54%
Undertake Guidance and Counselling of students involved in fishing	3	11.54%
Encouraging teamwork amongst students	2	7.68%
Increase the frequency of tests and contests	1	3.85%
Coaching	1	3.85%
Reward Good performance	1	3.85%
Use games and sports to retain children in school	1	3.85%
Totals	26	100.00%

The proposals given by principals as displayed in Table 4.17 include: employment of more teachers and ensuring syllabus are adequately covered (15.38%); provision of learning materials (15.38%); diligently monitoring of school attendance by students (11.54%); establishing of mentorship and being role models (11.54%); instilling discipline amongst students and involving parents in disciplinary matters(11.54%); undertaking guidance and counselling of students involved in fishing (11.54%); encouraging teamwork amongst students (7.68%).

Other proposals included: increasing the frequency of tests and contests; undertaking coaching for their students; rewarding Good performance and using games and sports

to retain children in school each of which was listed once. The results further suggest that, in order to improve academic performance of schools in Rachuonyo North Sub County, school principals want school administrations to employ more teachers, provide more learning materials for their students, strictly monitor the school attendance of students, strictly instil discipline and undertake guidance and counselling among students.

4.12 Problems associated with fishing activities and ways to prevent students' involvement in fishing activities

Problems associated with fishing activities by students

The researcher sought to find out from students the problems associated with fishing activities amongst students by asking them to list down some of them. The results thereof were collated and analysed then graphically presented in the Table 4.18.

Table 4.18: Problems associated with fishing activities

Problems associated with fishing activities by students	Total	Percentages
Lake accidents(boats may sink)	100	20.33%
Disease prevalence(e.g. whopping cough)	86	17.48%
School dropouts	57	11.59%
Vulnerability to drug abuse	50	10.16%
HIV/AIDS and STDs transmission	25	5.08%
Robbery with violence, rape, and general indiscipline	24	4.88%
Danger from aquatic wild animals	23	4.67%
Exhaustion and loss of concentration in class	17	3.46%
Early Marriages	16	3.25%
Leads to poor academic performance	15	3.05%
Increase in sexual immorality	15	3.05%
Involved in peer pressure	14	2.85%
Pregnancies and Early Fatherhood	8	1.63%
Lack of money or fees	6	1.22%
Hunger/Poverty	6	1.22%
Lack of basic school needs	6	1.22%
Exploitation by their masters	5	1.02%
Fighting while in the lake	5	1.02%
Unavailability of fish in the lake	4	0.81%
Lateness in school/absconding lessons	3	0.61%
Bad advice from parents/guardians	2	0.40%
Getting money	2	0.40%
Alcoholism	2	0.40%
Purchase of motorbikes/Bodaboda riding	1	0.20%
Totals	492	100.00%

The data contained in Table 4.18 has indicated that the ten major problems associated with fishing include lake accidents causing boats to sink (20.33%), incidences of disease and ailments (17.48%), school dropouts (11.59%), vulnerability to drug abuse (10.16%), HIV/AIDS and STDs transmission (5.08%), robbery with violence, rape, and general indiscipline (4.88%), danger from aquatic wild animals (4.67%), exhaustion and loss of concentration in class (3.46%), early marriages (3.25%), and poor academic performance (3.05%).

Ways to prevent students' involvement in fishing

The researcher sought to find out ways to prevent students' involvement, in fishing activities. This was done by asking each school principal the role s/he thinks s/he can play as the administrator of his/her school to combat the involvement of students in fishing activities. The results were analysed and presented in Table 4.19

Table 4.19: Principals' suggestions on how to combat fishing activities among students

What school principals think they can do to combat the involvement of students in fishing activities	Frequency	Percentage
Community Sensitization	6	25
Guidance and Counselling	4	16.67
Seeking sponsors/giving bursary/Retaining them in school without fees	4	16.67
Giving Relevant Motivational Talk	2	8.33
Provide boarding facilities/Retain them in school	2	8.33
Outlawing fishing for school going children	2	8.33
Establishing mentorship programmes	2	8.33
Empowerment of Women Financially	1	4.17
Developing school infrastructure	1	4.17
Totals	24	100.00

The results shown in Table 4.19 indicate what principals can do to combat the involvement of students in fishing activities. Community sensitization was the most suggested proposal (25%). Secondary school principals therefore suggest that focus should be given to undertaking community sensitization programmes on the issue. Other proposals include undertaking guidance and counselling (16.67%), seeking sponsors or bursaries for needy students (16.67%) to ensure that they are retained in school without fees.

The researcher sought to find out from students, what school principals can do to prevent students from joining fishing activities. The results obtained are summarised in Table 4.20.

Table 4.20: Students' responses on what principals can do to prevent students' involvement in fishing activities

What students think school principal can do to prevent students from joining fishing activities	Frequency	Percentage
By holding dialogue with students/Counseling them	67	19.5
By taking disciplinary action against absentees and those engaging in fishing activities	32	9.3
By enforcing school rules	32	9.3
By creating awareness on the dangers of fishing and fishing activities	30	8.7
Engage an organization/community/chiefs to be on the lookout for any student found fishing and discipline them	28	8.1
By holding dialogue with parents	23	6.7
By building boarding facilities to allow students to board	20	5.8
By avoiding to send students home for fees frequently	19	5.5
By mobilizing support for needy students	18	5.2
By conducting weekend tuitions (i.e. keeping the students busy)	13	3.8
By monitoring attendance through maintenance of class attendance registers	13	3.8
Sending students who engage in fishing activities out of school	9	2.6
By employing security guards to watch over student	6	1.7
Providing a conducive learning environment	6	1.7
Reducing fees	6	1.7
By taking parents of students engaged in fishing to jail	5	1.5
including fish in students diets/meals	4	1.2
Tell them not to fish during school days	3	0.9
By putting on notice boards in beaches posters reading "No student should go fishing"	2	0.6
Encouraging co-curricular activities	2	0.6
Teachers to lead by example (be role models)	2	0.6
Admitting students with low marks to school	1	0.3
Motivate hardworking students	1	0.3
Creating leisure time for students	1	0.3
Checking students entry behavior	1	0.3
Totals	344	100.0

The results in Table 4.20 indicate the proposals given by students on what they thought school principals can do to prevent students from joining fishing activities. A majority of students expect their school principals to hold dialogue and counselling sessions with students and their parents (19.5%), take disciplinary action against absentees and those engaging in fishing activities (9.3%), strictly enforce school rules and regulations (9.3%), create awareness on the dangers of fishing and associated

activities (8.7%), engage the local administration and the community to assist in keeping students away from fishing (8.1%).

The researcher also sought to find out from students what they thought the school administration can do to help curb fishing activities among them. The results are summarised in Table 4.21

Table 4.21: How school administration can intervene to curb fishing activities among students

Ways in which students think school administration should intervene to help curb fishing activities among school going students	Frequency	Percentage
Advice students on the negative effect of dropping out of school and engaging in fishing	54	17.53%
Mobilize financial support for needy students	40	13.00%
Create and strictly enforce rules by taking stern disciplinary action against brakers	38	12.34%
Engage chiefs/police/children's office in efforts to reduce drop outs and nonattendance of school	33	10.71%
Guidance and Counselling	25	8.12%
Provide school items(books uniforms etc) free of charge	19	6.17%
Hold Dialogue with students	18	5.84%
Talk to beach management not to allow students to fish and to report any student found fishing	18	5.84%
Provision of boarding facilities	14	4.55%
Talk to parents on the negative effects of fishing for students and let them watch their children while not in in school	12	3.90%
Send to jail all students found to be engaged in fishing	10	3.25%
Keeping them very busy at school	7	2.27%
Monitoring attendance by marking the attendance register	6	1.95%
Admitting students with low marks to secondary school	4	1.30%
Formulate boat management policies to limit places where students can fish	3	0.97%
Reduce or subsidize fees	3	0.97%
Avoiding construction of schools in areas near the lake	2	0.65%
Put an age limit on persons allowed to undertake fishing activities	1	0.32%
Tell parents to work hard and pay fees	1	0.32%
Totals	308	100.00%

The analysis in Table 4.21 shows that school administration can intervene to help curb fishing activities amongst students mainly through, amongst other initiatives, getting advice on the negative effect of dropping out of school and engaging in fishing (17.53%); mobilization financial support for needy students(13.00%); creating and

strictly enforce rules by taking stern disciplinary action against brakers (12.34%); engage the government administrative officers in efforts to reduce drop outs and school non-attendance (10.71%); undertaking guidance and counselling for the students (8.12%).

The researcher sought to find out how often students drop out of school as a results of factors that lead student to drop out of school besides fishing related activities. To gain this information the researcher sought to find out students opinion on the extent to which substance and drug abuse bought with money earned from fishing activities, early marriages due to encouragement by parents' cultural beliefs, pregnancies, fatherhood, sexual relationships among students, indiscipline, negative peer influence about schooling, HIV/AIDS infections, sexual entertainment of fishermen by girls, and poor academic performance lead students to drop out school. The results are contained in Table 4.22.

Table 4.22: Factors besides fishing activities that lead to drop outs of secondary school students

Factors leading to dropouts by students		Don't Know	Not often	Often	quite often	Missing response	Total
Substance and drug abuse with money earned from fishing activities	F	5	26	89	120		240
	%	2.1	10.8	37.1	50.0		100.0
Early marriages due to encouragement by parents cultural beliefs	F	16	69	68	87		240
	%	6.7	28.8	28.3	36.2		100.0
Pregnancies for Girls	F	6	20	82	132		240
	%	2.5	8.3	34.2	55.0		100.0
Fatherhood for boys	F	18	63	73	86		240
	%	7.5	26.3	30.4	35.8		100.0
Sexual relationships among students	F	11	42	74	113		240
	%	4.6	17.5	30.8	47.1		100.0
Indiscipline	F	8	43	90	99		240
	%	3.3	17.9	37.5	41.3		100.0
Negative peer influence about schooling	F	15	39	89	97		240
	%	6.2	16.3	37.1	40.4		100.0
HIV/AIDS infections	F	23	68	70	78	1	240
	%	9.6	28.3	29.2	32.5	0.4	100.0
Girls dropouts of school to entertain fishermen	F	37	87	60	56		240
	%	15.4	36.3	25.0	23.3		100.0
Poor academic performance	F	11	49	83	97		240
	%	4.6	20.4	34.6	40.4		100.0

The analysis in Table 4.22 clearly indicates that pregnancy among girls (55.0%), substance and drug abuse (50.0%), sexual relationship amongst students (47.1%), indiscipline (41.3%) and negative peer influence about school schooling (40.4%) were believed to strongly influence dropouts of secondary school students from school. These findings concur with those of Ligeve et al (2012).

Students were then asked to list down the factors that they thought lead to them dropping out of school. The results are presented in Table 4.23.

Table 4.23: Other causes of dropouts from secondary school

Factors other than fishing that lead to drop out of students from school (Students answers)	Frequency	Percentage
Pregnancies	95	15.68%
Lack School fees and learning materials	82	13.53%
Drug Abuse	81	13.37%
Peer Influence	55	9.08%
Bodaboda riding for quick money	41	6.77%
Early Marriages	31	5.12%
Boy/Girl Relationships or Sexual intercourse	30	4.95%
Poverty	28	4.62%
Sand Mining	27	4.46%
Indiscipline	19	3.14%
HIV/AIDS	18	2.97%
Lack of Parental care	17	2.80%
poor academic performance	14	2.31%
Lack of food and other basic needs at home	8	1.32%
Manual labour(farming/slashing/digging etc)	8	1.32%
Orphaned	8	1.32%
Hash/Severe punishment in school	7	1.16%
Business (Small retail)	7	1.16%
Engaging in robbery	5	0.83%
Too Much work at home	3	0.50%
Playing cards or "Ajua"	3	0.50%
Engaging in carpentry	2	0.33%
Charcoal burning	2	0.33%
Getting Employed as a house help	2	0.33%
Laziness	2	0.33%
Music	2	0.33%
Abortion	1	0.16%
Lack of Guidance and Counselling	1	0.16%
Drug Trafficking	1	0.16%
Opening and running barber shops	1	0.16%
Lack of Motivators	1	0.16%
Truancy	1	0.16%
Herding/Grazing	1	0.16%
Inadequate Staffing	1	0.16%
students Sickness	1	0.16%
Total Responses	606	100.00%

The analysis in Table 4.23 presents, from students' perspective, the causes of drop outs in secondary schools other than fishing and related activities. According to these results, students identified pregnancies (15.68%), lack school fees and learning materials (13.53%), drug abuse (13.37%), peer influence(9.08%), *Bodaboda* riding for quick money (6.77%), early marriages (5.12%) as five leading causes of dropouts among secondary school students in Rachuonyo North Sub-County.

The researcher sought to establish from principals also what, other than fishing and related activities, they thought may have contributed to drop outs among secondary school students. This was done by asking them two related questions. First they were asked to list down factors other than fishing which lead to drop outs secondary school students. The analysis of these factors is presented in Table 4.24.

Table 4.24: Other causes of dropouts from Secondary School

Factors other than fishing that School Principals think lead to dropouts of students from school	Frequency	Percentage
Teenage Pregnancies	11	31.43%
Early Marriages	5	14.29%
Lack of School Fees	3	8.57%
Drug Abuse	3	8.57%
Poor Parenting	3	8.57%
Negative Peer Influence	3	8.57%
Poor Academic performance	2	5.71%
Disco Matanga	2	5.71%
HIV/AIDS	1	2.86%
Lack of Mentorship	1	2.86%
Parents overworking children through business and household duties	1	2.86%
Totals	35	100.00%

The information in Table 4.24 indicates that principals viewed teenage pregnancies (31.43%) and early marriages (14.29%) major courses of drop outs from secondary school students. This result is in agreement with what the students think could be a major cause of dropouts amongst secondary school students. According to school principals, lack of school fees (8.57%), poor parenting (8.57%), drug abuse (8.57%) and negative peer influence (8.57%) are other major causes of school drop outs. Secondly, the principals were presented with a list of pre-identified factors that lead to drop outs among secondary school students which they were required to give their opinion on the extent to which the factor causes the drop outs.

The principals were thus asked: the extent to which they think drug and substance abuse leads students to drop out of school; the extent to which they think early marriages lead students to drop out of school; the extent to which they think pregnancies for girls lead students to drop out of school; the extent to which they think fatherhood for boys leads students to drop out of school; the extent to which they think students sexual relationships lead students to drop out of school; the extent to which they think indiscipline leads students to drop out of school; the extent to which they think negative peer influence leads students to drop out of school; the extent to which they think HIV/AIDS infections lead students to drop out of school; the extent to which they think girls drop out of school to entertain fishermen; and the extent to which they think poverty leads students to drop out of school. The results for this are presented in Table 4.25.

Table 4.25: Some of the factors that lead to drop outs among students

Some of the factors that lead to drop outs among secondary school students		Don't Know	No extent	Small Extent	Large Extent	Missing Values	Total
Substance and drug abuse	F	0	6	6	0	0	12
	%	0	50.0	50.0	0	0.0	100
Early marriages	F	0	2	10	0	0	12
	%	0.0	16.7	83.3	0.0	0.0	100
Pregnancies for girls	F	1	1	7	3	0	12
	%	8.3	8.3	58.4	25.0	0.0	100
Fatherhood for boys	F	2	5	4	1	0	12
	%	16.7	41.7	33.3	8.3	0.0	100
Students' sexual relationships	F	2	2	6	2	0	12
	%	16.7	16.7	50.0	16.7	0.0	100
Indiscipline	F	1	2	9	0	0	12
	%	8.3	16.7	75.0	0.0	0.0	100
Negative Peer influence	F	1	1	9	1	0	12
	%	8.3	8.3	75.0	8.3	0.0	100
HIV/AIDS infection	F	1	1	9	1	0	12
	%	8.3	8.3	75.0	8.3	0.0	100
Girls drop out from school to entertain fishermen	F	3	4	5	0	0	12
	%	25.0	33.3	41.7	0.0	0.0	100
Poverty forces students to drop out of school	F	1	0	3	8	0	12
	%	8.3	0.0	25.0	66.7	0.0	100

The results presented in Table 4.25 have shown that the main factors that contribute to some extent to school dropouts in addition to those of fishing activities according to school principals include: early marriages (83.3%), indiscipline (75.0%), negative peer influence (75.0%), HIV/AIDS infection (75.0%).

The analysis in Table 4.25 also shows that the highest frequency in the factor “fatherhood for boys” was 41.7% at the column “No Extent” which indicates that

early fatherhood for boys did not influence them to drop out of their studies.

Mudembi (2013) also identified early pregnancies as a factor that contributed to drop outs of secondary school students in his study entitled “Causes of dropouts amongst Boys and Girls from Secondary School students in Ugenya District, Siaya County”. He did not point out fatherhood for boys as a factor that influences drop outs thus indicating that girls remain the vulnerable gender to missing opportunities.

Activities which school drop outs engage in.

The researcher sought to find out the main activities which students who drop out do within Rachuonyo North Sub-County. This was done through an open ended question asking students to list down the activities in the space provided under the question.

The results are collected analyzed and presented in Table 4.26.

Table 4.26: Students' suggestions on activities which school dropouts engage in

Activities which students think school dropouts engage in	Frequency	Percentage
Fishing	188	30.08%
Bodaboda or taxi operators	119	19.04%
Mining Sand	61	9.76%
Stealing	43	6.88%
Farming	39	6.24%
Drug Abuse	25	4.00%
Getting Married	24	3.84%
Becoming commercial sex workers	22	3.52%
Trading and brewing alcohol	21	3.36%
Construction activities	14	2.24%
Burning Charcoal	11	1.76%
Grazing animals	11	1.76%
House helps/Houseboys	11	1.76%
Jua Kali	10	1.60%
Idling	5	0.80%
Carpentry	4	0.64%
Drug trafficking	3	0.48%
Casual labourer/Digging for people	3	0.48%
Joining the village youth polytechnics to pursue some course	2	0.32%
Gambling	2	0.32%
Finding employment	2	0.32%
Attending Disco <i>Matangas</i>	2	0.32%
Loading and offloading goods in tracks	1	0.16%
Becoming street children	1	0.16%
Playing football in the village	1	0.16%
Total	625	100.00%

The data in Table 4.26 indicate that the main activities which school drop outs engage in include fishing (30.08%), *Bodaboda* riding (19.04%), Sand Mining (9.76%), Stealing (6.88%) and farming (6.24%). Westaway et al (2009) highlighted some of the reasons for the dropout and poor performance as constituting offer of paid work (often in relation to fishing), group influence and lack of money to pay for school requirements which are similar to the findings of this study. The engagement by students in fishing and related activities is therefore a major issue which needs to be

addressed because it deprives them the opportunity to have a better future through education.

To sum up the researcher attempted to find out the factors influencing dropout among secondary school students by asking questions aimed at capturing the opinions of principals and students regarding the same. This was done through open ended questions and closed ended questions alike and from the foregoing analysis the some factors that were identified as having strong influence to dropout amongst secondary school students in Rachuonyo North Sub County include: Pregnancies; Lack School fees and learning materials; Drug Abuse; Peer Influence; Bodaboda riding for quick money; Early Marriages; Sexual relationships; Poverty; Indiscipline; poor academic performance

Mudembi (2013) found out similar results in his study of causes of dropout among Boys and Girls from Secondary Schools in Ugenya Sub-County, Siaya County. He found out that pregnancy, early marriage, low academic achievement, poverty and indiscipline to be major causes of dropout.

Factors suggested by students besides fishing activities that lead to poor academic performance

The researcher also sought to find out other factors leading to poor academic performance by inquiring the extent to which student think factors such as substance and drug abuse, pregnancies for girls, fatherhood for boys, students sexual relationships, indiscipline, negative peer influence about schooling and HIV/AIDS infection affect academic performance of secondary school students in Rachuonyo North Sub-County. The results are presented in Table 4.27

Table 4.27: Students opinions on the extent to which other factors affect academic performance

Factors leading to poor academic performance in your school		Don't Know	No extent	Small Extent	Large Extent	Missing Values	Total
Use of substance and drug abuse	%	4.6	14.2	32.1	48.7	0.4	100.0
	F	11	34	77	117	1	240
Pregnancies for girls	%	2.5	7.9	36.3	52.5	0.8	100.0
	F	6	19	87	126	2	240
Fatherhood for boys	%	7.1	19.6	41.2	31.7	0.4	100.0
	F	17	47	99	76	1	240
Students sexual relationships	%	4.6	13.7	27.9	52.1	1.7	100.0
	F	11	33	67	125	4	240
Indiscipline	%	2.5	16.6	37.1	42.1	1.7	100.0
	F	6	40	89	101	4	240
Negative peer influence about schooling	%	7.1	14.6	36.7	41.2	0.4	100.0
	F	17	35	88	99	1	240
HIV\AIDS infection	%	12.1	23.3	28.8	35.4	0.4	100.0
	F	29	56	69	85	1	240

The results in Table 4.27 imply that students sexual relationship (52.1%), pregnancies for girls (52.5%), use of substance and drug abuse (48.7%), are the strong factors that influence the level of academic performance amongst secondary school students in Rachuonyo North Sub County.

Fatherhood for boys found to influence academic performance albeit to small extent. The key reason is that the young father is burdened with shame and responsibilities which he cannot shoulder yet he is also required to undertake his studies. These results show that their effect academic performance is however not as strong as that of pregnancies among girls.

CHAPTER FIVE SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summaries of findings and conclusions of the study as per the research objectives and questions. It brings together the opinions expressed in the previous chapter in discussing and drawing conclusions from the research on the influence of fishing activities on academic performance of secondary school students in Rachuonyo North Sub-County, Homabay County. The recommendations made from the findings and areas for further research are also presented.

5.2 Summary of Study

The purpose of this study was to establish the influence of fishing activities on academic performance of secondary school students in Rachuonyo North Sub-County, Homabay County. Two research objectives were formulated to guide the study. Research objective one, sought to examine the activities associated with fishing and how they influence academic performance of secondary school students in Rachuonyo North Sub-County; research objective two sought to determine the extent to which parental occupation and parents' level of education influences academic performance of secondary school students in Rachuonyo North Sub-County.

This study employed a descriptive design. The sample comprised of 14 principals and 280 students. Data was obtained using structured questionnaires for principals and students. Data was collected and analyzed quantitatively and qualitatively by use of frequencies and percentages. Out of 292 questionnaires administered to the 14 principals and 280 students, 12 questionnaires from the principals and 240 questionnaires from students were filled and returned.

The major findings of the study were as follows:-

Fishing activities students mostly engage in are, but not limited to, actual fishing of which 69.2%; repairing of fishing nets of which 54.6%; setting of nets in the lake of which 72.1% and removal of fish from the nets of which 72.1% of respondents agree. Students were asked whether or not they agreed with the statement that “Students sometimes absent themselves from school to engage in fishing activities” and 81.7% of students who responded agreed with this statement. It can be concluded that the main reason why students absented themselves from school was to engage in fishing activities which confirms that students actively engage in fishing activities.

Students were also asked what they think about whether or not engaging in fishing activities meets students’ tuition requirements. Responses consisted of 29.2% (70) of students strongly agreed, 26.2% (63) agreed, 9.6%(23) disagreed,16.7%(40) strongly disagreed while 18.3% (44) of the students who responded did not know whether to agree or disagree. The implication is that fairly large proportion of students’ believe that engaging in fishing activities would help those who have difficulty in payment of their school fees thus providing a basis for which students are lured to engage in fishing activities.

An analysis was also done on the major causes of drop outs in secondary schools, other than fishing and related activities. The causes identified by students included: pregnancies (constituting of 13.53% of all suggestions), lack school fees and learning materials (13.53%), drug abuse, peer influence(9.08%), *Bodaboda* riding for quick money(6.77%), early marriages(5.12%), sexual relationships amongst students (4.95%), and poverty (4.62%).

School principals also viewed teenage pregnancies as a major cause of drop outs from secondary school students thereby agreeing with what the students think as a major cause of dropouts amongst secondary school students. According to school principals teenage pregnancies (constituting of 31.43% of all suggestions) early marriages (14.29%), lack of school fees (8.57%), poor parenting (8.57%), drug abuse (8.57%) and negative peer influence (8.57%) are other major causes of school drop outs.

The researcher sought to find out the main activities which students who drop out do within Rachuonyo North Sub-County. The results indicated that fishing is the main activity which school drop outs engage in since it had the highest percentage of 30.08 of all responses to this question. A question was therefore asked on relationship between fishing activities and academic performance. These results also indicated that 69.1% of students who responded were of the opinion that students who do not involve themselves in fishing activities do better in academically compared to those who are not involved. 23.4% however were of the contrary opinion while 7.5% were of a neutral opinion. These results imply that participation in fishing activities by students has a negative influence in the academic performance of secondary school students.

Other factors contributing to poor academic performance in Rachuonyo North Sub County were also investigated. The results indicated that 80.08% of students believed that drug use and abuse does to some extent contribute poor academic performance. Additionally, pregnancies amongst girls (88.8%), students sexual

relationships(80.0%), indiscipline(80.0%) , negative peer influence (77.9%), HIV\AIDS infection (64.2%) and fatherhood for boys were found to influence academic performance. The influence fatherhood for boys on academic performance may be attributed to the burden of shame and responsibilities which the young father shoulders while at the same time undertaking his studies.

One research objective of this study was to investigate the influence of parental occupation on academic performance of secondary school students in Rachuonyo North Sub-County. According to the students, parents with no occupation hardly participate in schooling activities with support from 57.9% of the students who agreed while 32.5% disagreed and 8.8% were not sure. The results also show that 60% of the respondents agree that parents with no occupation barely provide basic needs for their children while 34.6% disagreed.

These results imply that occupation of parents is a factor that influences students' participation in fishing activities. The probable reason for this is that lack of occupation by parents causes lack of steady source of income which creates difficulty in provision of basic needs for their families. Children in these families are therefore forced to look for ways and means to support their families in the spirit of unity hence they engage in fishing activities.

5.3 Conclusion

Based on the summary of the findings given here above, it can be concluded that students actually engage in fishing and associated activities. These activities include but are not limited to actual fishing (agreed to by 69.2% of all students), loading fish

merchandise into lorries(43.8%), offloading fish merchandise from boats into lorries (38.3%), sorting of fish according to their sizes(47.5%), washing of fish(48.3%), making of fishing boats(25.4%), making of fishing nets(43.8%), setting of nets in the lake(72.1%), removal of fish from the nets (72.1%), selling of the already processed fish(40.1%), smoking of fish(34.1%), repairing of fishing boats(37.5%), repairing of fishing nets(54.6%) and salting of fish(40.0%). The study identifies three major activities that students engage in to include repairing of fishing nets, setting of nets in the lake; and removal of fish from the nets. It can also be concluded that participation in fishing activities by students has a negative influence in the academic performance of secondary school students.

On the other hand, parents' occupation is a factor that influences their participation in school activities. Parents' occupation also influences the provision of basic needs to their children. Lack of a reliable source of income for parents with no occupation limits their capacity to adequately provide for their children's basic needs. The converse is true for the employed parents or those with a steady source of income and this may explain the reasons for the established results.

5.4 Recommendations of the Study

Based on the findings, the following recommendations are made;

Participation of students in fishing activities is detrimental to academic performance.

This follows from the results which have showed that students who participate in fishing and associated activities tend to perform poorly as compared to those who did not participate in fishing activities.

To ensure that this is done the study proposes that various stakeholders such as school principals, the communities, parents and the government should be involved in the education of secondary school students. These all have a role to play to ensure that the future of the young generation is secured.

The government should avail more funds in form of bursaries to support the needy students. This will curb school dropouts that are attributed to lack of fees and learning materials for those students who cannot afford the subsidized secondary school education.

School principals should be more actively engage parents in discussing about issues affecting students in fishing communities and on ways to improve academic performance. Parents should in undertake to discipline their children and provide adequate parental advice to their children on the negative effects of fishing activities on academic performance and success in life.

The study identifies the communities along the beaches as one with a crucial role to play in order to curb fishing activities amongst students. It is recommended that the communities work together with the school Boards of Management to institute measures that will keep students from engaging in fishing activities.

5.5 Suggestions for Further Research

1. This study can be replicated in other sub-counties within the fishing communities in order to give a reflection of the whole country on the influence of fishing activities on academic performance of secondary school students. This will ensure better decision making on ways curbing this problem and may provide motivation in learning process and hence help reduce dropouts among public secondary school students.
2. Another research area is that of determining the influence of teachers experience and the extent to which principals administrative experience influence on academic performance of secondary students.

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APPENDIX 1: QUESTIONNAIRE FOR STUDENTS

My name is Grace Ojijo, a postgraduate student at the University of Nairobi, pursuing a Masters degree in Education. Please feel free as you respond to the issues asked in the questionnaire. All information will be treated as private and confidential. The questionnaire is intended to collect information on how fishing activities, parents' level of education and parents' occupation affect academic performance of secondary school students.

A. PERSONAL INFORMATION

1. What is your age

13-15 16-17

18-19 20 and above

2. Gender male Female

3. To what extent do you agree with the following statements on fishing activities on secondary school students' academic performance? Strongly agree (5), agree (4), don't know (3), disagree (2), strongly disagree (1). Tick(√) appropriately per each statement

Statements on fishing activities	5	4	3	2	1
Students engage in fishing activities during school days					
Students who engage in fishing activities tend to perform poorly in their class work as a result of fatigue that leads to poor concentration in class					
Students sometimes absent themselves from school to engage in fishing activities					
Students not involved in fishing activities do better in academic work than those who are involved.					
Engaging in fishing activities meets students tuition requirements					

4. To what extent do you think students engage in the following fishing activities? Strongly agree (5), agree (4), don't know (3), disagree (2), strongly disagree (1). Tick(✓) appropriately per each statement

Statements on the engagement of students of fishing activities	5	4	3	2	1
Students engage in actual fishing					
Students are involved in loading fish merchandise from boats into lorries					
Students are involved in offloading fish merchandise from boats into lorries					
Sorting of fish according to their sizes					
Washing of fish					
Making of fishing boats					
Making of fishing nets					
Setting of nets in the lake					
Removal of fish from the nets					
Selling of the already processed fish					
Smoking of fish					
Repairing of fishing boats					
Repairing of fishing nets					
Salting of fish					

5. Other than fishing, how often do students dropout of school due to the following factors. Quite often(4), often(3), not often(2), dont know(1). Tick(√) appropriately per each statement

Factors leading to dropouts by students	4	3	2	1
Substance and drug abuse with money earned from fishing activities				
Early marriages due to encouragement by parents' cultural beliefs				
Pregnancies for girls				
Fatherhood for boys				
Sexual relationships among students				
Indiscipline				
Negative peer influence about schooling				
HIV\AIDS infections				
Girls dropout of school to entertain fishermen				
Poor academic performance				

6. To what extent do the factors listed here below affect academic performance of students in your school. Large extent(4), small extent(3), no extent(2), don't know(1). Tick(√) appropriately per each statement

Factors leading to poor academic performance in your school	4	3	2	1
Use of substance and drug abuse				
Pregnancies for girls				
Fatherhood for boys				
Students sexual relationships				
Indiscipline				
Negative peer influence about schooling				
HIV\AIDS infection				

7. What do your parents do for a living (occupation). Tick only one

Type of employment	father	Mother
Salaried		
Self-employed		
Casual labourer		
Others (specify)		

8. Indicate the level of education of your parents. Tick (✓) appropriately

Level of education	father	mother
Has no formal education		
Primary		
Secondary		
University		

9. Indicate the number of children in your family. Tick one only

1-2 3-4 4 and above

10. To what extent do you agree with the following statements on family related factors influence on secondary school academic performance? Strongly agree(5), agree(4), don't know(3), disagree(2), strongly disagree (1). Tick(√) appropriately per each statement

Statements on influence of parents on their children's education	5	4	3	2	1
Students whose parents are learned tend to dropout of school					
Parents with no occupation hardly participate in school activities					
Parents with no occupation barely provide basic needs for their children					
Students whose parents have no occupation are more likely to dropout of school					
Students with wealthy parents are not likely to join fishing activities					
Students with poor parents are likely to join fishing activities					
Students from families with more children are likely to join fishing activities compared to those with fewer children					

11. In what ways do you think the school administration should intervene to help curb fishing activities among school going students?

12. Kindly list down the activities school dropouts are engaged in in Rachuonyo North Subcounty?

13. What can parents do to improve academic performance of their children? Write down your suggestions.

14. What can a head teacher do to prevent students from joining fishing activities

15. List down the major problems associated with fishing activities by students.

16. Other than fishing, kindly list the factor which lead to dropouts of students from school

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

My name is Grace Ojijo, a postgraduate student at the University of Nairobi, pursuing a Masters degree in Education. Please feel free as you respond to the issues asked in this questionnaire. All information will be treated as private and confidential. The questionnaire is intended to collect information on how fishing activities, parents' level of education and parents' occupation affect academic performance of secondary school students.

A. RESPONDENT IDENTIFICATION

1. Please indicate your gender

Male female

2. Please indicate your age

Under 35years 35-45 years
45-55ears 55 and above

3. What is your level of work experience?

Less than 1 year 1-5years
5-10years Over 10 years

4. Indicate the mean grade for KCSE in your school for the following years

Year	School mean
2013	
2014	

5. To what extent do the factors leads to drop out in your school?

Large extent(4), small extent(3), no extent(2), don't know(1)

Some of the factors that lead to school dropouts	4	3	2	1
Substance and drug abuse				
Early marriages				
Pregnancies for girls				
Fatherhood for boys				
Students' sexual relationships				
Indiscipline				
negative Peer influence				
HIV\AIDS infection				
Girls drop out from school to entertain fishermen				
Poverty forces students to drop out of school				

6. How frequently do students engage in fishing in your school? Tick one only

Very frequent	
Frequent	
Not frequent	

7. What could be some of the major causes of student engaging in fishing activities? List down.

8. What role do you think you can play as the administrator of this school to combat the involvement of students in fishing activity?

9. What can communities do towards improvement of academic performance of students?

10. What can the school do to improve academic performance of students?

11. Other than fishing, kindly list the factor which lead to dropouts of students from school



**UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION**

Telegram: "CEES"
Telephone: 020-2701902

P.O. BOX 30197
OR P.O. BOX 92
KIKUYU

10 December 2015

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
OJIJO GRACE AUMA – E56/67044/2013**

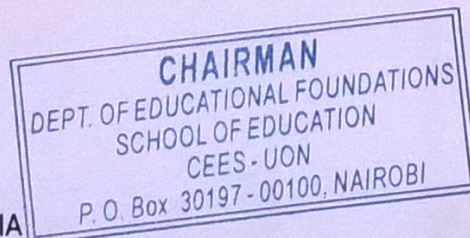
This is to certify that the above named person is a student of the University of Nairobi, Department of Educational Foundations.

She has completed her coursework and is ready to embark on her research work. Her project proposal has been approved by the department.

Please assist her acquire the Research Permit to enable her continue towards completion of her work.

Yours faithfully,

JULIUS O. EDALIA
Ag. CHAIRMAN
DEPT. OF EDUCATIONAL FOUNDATIONS



JOE/swm