

**SOCIO-CULTURAL FACTORS AFFECTING KENYA CERTIFICATE OF
PRIMARY EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS,
TURKANA COUNTY, KENYA**

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REG. E55/CE/26404/2011**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN THE
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES SCHOOL OF EDUCATION,
KENYATTA UNIVERSITY**

JUNE, 2017

DECLARATION

I confirm that this Project is my original work and has not been presented for a degree in any other university or institution. The Project has been complemented by the reference works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works, including the internet, the sources are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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To Almighty God; my beloved wife Elizabeth; my lovely children Collins, Carol, Vincent, Purity, Nora and Socrates for their encouragement during the entire period of project writing.

ACKNOWLEDGEMENT

I am heavily indebted to Almighty Father for enabling me to complete writing this Project Report. Special thanks to my supervisors Dr. John Ndiritu and Dr. Charity Limboro for shouldering me academically when I needed them most. I also value assistance offered by the following; DEO, Headteachers, teachers and pupils who were my able informants. I really appreciate your assistance, encouragements and support during the entire research report writing period. May Almighty Omniscient God bless you abundantly! Mr. Antony D. Bojana deserves gratitude for editing the final project.

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ACRONYMS AND ABBREVIATIONS

3Rs	Reading Writing and Arithmetic
ASAL	Arid and Semi-Arid Lands
CPS	Children Protective Service
DEO	District Education Officer
ECDE	Early Childhood Development Education
EFA	Education For All
FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
RoK	Republic of Kenya
SPSS	Statistical Package for Social Science
TSC	Teachers Service Commission
UPE	Universal Primary Education
US	United States

ABSTRACT

The Kenya Certificate of Primary Education (KCPE) results in Kang'itit zone indicated plummeting trend of mean scores 224.14, 227.91, 239.39, 240.53, and 221.8 for years 2015, 2014, 2013, 2012 and 2011 respectively. This necessitated the study whose key objectives were: To identify socio-cultural factors affecting KCPE performance in public primary schools; to establish strategies adoptable by teachers and other education stakeholders to counter socio-cultural factors which attributes to poor performance of KCPE results and to explore methods which teachers and other stakeholders may use to improve performance of KCPE in Turkana East Sub-County, Kangitit zone. The study used Descriptive Survey Design to collect information from a sample of 7 head teachers (23%), 23 teachers (21.9%) and 1180 pupils (10%) drawn from a population of 30 Headteachers, 11800 pupils and 105 teachers. Purposive Sampling Technique was used to sample out schools and DEO. Learners in standard five, six, seven and eight were identified through Stratified Random Sampling and further stratified into sex and classes. Emile Durkheim (1858 -1917) theory of Structural Functionalism which looks at human society as an organism with different structures which perform different functions was adopted because school as an essential institution in the society should produce citizens who are equipped with desirable skills, knowledge and attitudes in its bid to address the needs of the society. Literature Review was obtained from sources such as internet, master theses, text books, journals, government reports and other relevant materials. Data were collected using both questionnaires for head teachers, learners and teachers and Interview Schedule for DEO after obtaining permission from relevant authorities. Some of the socio-cultural aspects identified by the study include: Parental level of education, nomadic lifestyle, domestic violence, household chores, early marriages, poor parental attitudes towards education and non-supportive Cultural beliefs. Based on these findings, it is, therefore, evident that socio-cultural lifestyles of the community in Kang'itit zone have a bearing on learning outcome. However, this study has also identified that minimal strategies have been undertaken to address the vice. Finally, the data collected analyzed using Statistical Package for Social Sciences (SPSS) and then presented statistically in form of graphs, charts and tables. Additionally, this study further has given the following recommendations: The government to develop community awareness programme that incorporates the parents, children and community leaders in order to discourage negative practices and sensitize them on positive practices to education; public primary schools within the region to form collaborations; the government should connect the area to the national grid and partnerships with both local and international non-governmental organizations with the aim of implementing projects that discourage negative socio-cultural practices should be sought by the government. Further, audit should be done on the implementation of Free Primary Education in the zone to ascertain whether all the provisions have been put in place.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, assumptions of the study and definition of terms.

1.1 Background to the Study

Education is as old as the history of man. All over the world, education is viewed as a basic human right as indicated in article 26 of Universal Declaration of Human Rights (1948). Access to education as a human right is enhanced through Education For All, UNESCO (2002). Establishment of EFA and MDGs initiatives was to increase hope that by 2015, all children, particularly girls would have access to quality and complete basic education. Unlike before, when culture of the Turkana community never gave room for education of girl child it is worth noting that Kenya Children Act also advocates for education as a child right. Moreover, the new constitution of Kenya envisages a nation that embraces education for its citizens as a right.

Education contributes and enhances expansion of employment opportunities, equity and economic growth as stipulated in the Sessional paper no 1 of 2005 in Kenya. Poor performance of learners in academic sphere deprives them brighter future and employment opportunities for indecency which everybody should enjoy. If interpersonal relationship is boosted between learners and teachers, academic performance of learners

would be improved at all levels of learning in schools (Fgatabu, 2013). In the subsequent international declarations, protocols and conventions in Thailand, 1990 and Dakar, 2000 Kenya government initiated a focus on attainment of Education for All (EFA). EFA can be realized if all avenues of attaining academic excellence for learners at all levels is emphasized.

As Murugami, 2009, O'Neill, Kirov and Thomson, 2004 puts it, social values and cultural understanding is the two major regimes responsible for fixed identities for people in a society including Persons with Disabilities (PWD). They posit that differences in preferences on which sex to educate are the most significant obstacles in many societal set-ups. Parents do put barriers as to which sex of children is given preference to the other as regards to education. In many families male children were given priorities first compared to their female peers.

African Traditional Education prepared the youth for living in the society by teaching them cultural and social values. It was progressive, gradual and practical. Through such education, moral values and life experiences were overemphasized. The societal values, knowledge and skills were transmitted verbally and of mouth and imitation. Every member of the society was learning and teaching at all time hence education was a collective responsibility and socializing. Education aimed at molding character, moral qualities, and development of physical aptitudes and combined manual activities with intellectual exercises. This type of education prepared one for the future life and career. Also, through education, the social-political and economic systems of a society were

passed down to younger generations through indigenous system of education pertinent to that society. In this sense, education was a life-long process which began from birth to death (Bokongo, 1992). Owing to this importance attached to education, in modern education examinations are offered at different levels of education to get successful candidates who can enter the next level of learning. They range from internal to national examinations and are intended to measure amount of knowledge acquired and absorbed by the learner. They are also used to motivate learners' hard work, determine their future school experiences and life expectations.

Educators also use examinations to measure and evaluate progress of their students, the value and relevance of educational programmes and effectiveness of their teaching (Colin & George, 2007). Therefore, if quality education is achieved, there will be highly trained personnel and number of those who are likely to join the job market will be high. Consequently, this will spark development at the community level and the nation at large because of the value and benefits attached to education every parent and society yearn to provide its youth with quality education. This education comes along with costs such as school infrastructure, instructional materials, teachers' salaries, school fees among others which are beyond reach of many parents. Hence to supplement parents' investment in their children education, the government allocates a big share of its budget to education.

According to the Republic of Kenya (2005), the Government spends over 34 per cent of its annual budget on education. This enormous budgetary allocation has not been sufficient in guarantying quality education and achievement of high number of school

graduates in some regions. It is unfortunate that there are serious disparities especially in regard to KCPE performance with some counties, sub-counties, zones registering poor results. Despite being given special attention such as provision of boarding facilities, support by educational programme such as Wasichana Wote Wasome which aims at improving literacy and numeracy, desirable learning outcomes are yet to be achieved. Also, compared to the other two zones; Katilia and Sukuta, the zone under study is performing poorly in Kenya Certificate of Primary Education.

The poor performance can be attributed to a number of home-environment related factors such as socio-economic status of the child's family. Poor families may not be in a position to provide their children with development needs and even school needs leading to such children to perform poorly at school or not even attending school at all. At any rate, uneducated parents lack basic knowledge to advise or assist their children in their home work. Some may even disregard education completely as they never take interest in their children education. Lack of good role model may lead to poor performance. Children who attend school with empty stomach may find it difficult to concentrate in their lessons, feel withdrawn and even sleep in class as academic activities require a lot of calories. Pastoralism may contribute to poor performance too. Some children frequently miss classes as they assist their parents to take care of their livestock and others removed completely from school as they move from one place to another in search for pastures and water. This may be a cause of low enrolments in schools in Kang'itit zone as livestock are highly valued. School girls who are assigned a lot of responsibilities at home such as babysitting, cooking, building shelter and other domestic chores find it

difficult to perform school assignments and even miss classes. Early marriages common in the community mostly affecting girls of 12 years and above may be underlying cause for low number of girls in upper primary and low completion rate. Also low parents' attitudes towards education can be blamed for problems facing education in the zone as they do not invest heavily in education. Consequently, a few candidates score 250 marks and above in KCPE examination. Such candidates are expected to proceed with their education to secondary school tier. Subsequently, below 250 marks is unsatisfactory and thus limiting such pupils from continuing with education which may have led to a better training or job.

According to Uwezo (2012) report, the county has high illiteracy level of about 80 percent, underdeveloped and has high dependence ratio of about 90 per cent. The report also revealed that out of ten children in Turkana county in school 3 to 4 are outside school. These statistics are alarming and if nothing is done the effect will be far-reaching. For instance, as compared to the other two zones; Katilia and Sukuta, the zone under study has been registering low performance in national examination.

Also, this study will not be complete without mentioning crippled learning at ECDE level where most children admitted to primary schools in the zone merely lack pre-primary education background hence poor performance in KCPE. Table 1.1 shows comparison in KCPE performance among sub-counties in the county.

Table 1.1: Ranking of Turkana sub-counties (KCPE -2013)

Sub-county	Mean Score	Position
Turkana West	260	1
Turkana South	252	2
Turkana Central	251	3
Turkana North	249	4
Turkana East	239.46	5
Loima	235	6
Totals	248.18	

Source: DEO's office Turkana East (2014)

From table 1.1, Turkana East is occupying the fifth position in the county. The mean performance is below average compared to Turkana West, Turkana South and Turkana Central.

1.2 Statement of the Problem

Education is a Human Right. The provision of globally competitive and quality education is an obligation of every government to its citizens. Turkana East has been performing very poorly in KCPE and even enrolment at pre-primary classes has been wanting. There has been no consistency in upward movement educationally from one level to the other. The government of Kenya and her development partners has invested a lot in the country's education but the situation is still bad in Turkana East. Researches done shows that ASAL regions including Turkana county portrays high level of illiteracy, low completion rate, poor performance, low school attendance and high dependency ratio than other counties such as Nairobi, Trans-Nzoia among others (Uwezo, 2012).

Attempts to improve learning through provision of boarding facilities, School Meals Programme and Wasichana Wote Wasome programmes had very little impact. There is still high school dropout and poor results in KCPE and general school attendance at all levels. It is against this background that the researcher felt to carry out this study so as to investigate the impact of socio-cultural factors of the community on education that negatively affects the performance in national examination (KCPE).

1.3 Purpose of the Study

The purpose of this study was to investigate socio – cultural factors affecting KCPE performance in public primary schools in Turkana East Sub-County, Kang’itit zone. The study also established measures put in place by teachers and other education stakeholders to address these problems.

1.4 Objectives of the Study

This study sought to achieve the following objectives:

- (i). Identify socio-cultural factors affecting KCPE performance in public primary schools in Turkana East Sub-County, Kangitit zone.
- (ii). Establish strategies adoptable by teachers and other education stakeholders to counter socio-cultural factors which attributes to poor performance of KCPE in Turkana East Sub-County, Kangitit zone.
- (iii). To explore methods which teachers and other stakeholders may use to improve performance of KCPE in Turkana East Sub-County, Kangitit zone.

1.5 Research Questions

This study aimed at answering the following research questions:

- (i). What are the socio-cultural factors affecting KCPE performance in public primary schools in Turkana East Sub-County, Kangitit zone?
- (ii). What strategies are adoptable by teachers and other education stakeholders to address the problem of poor performance in KCPE for public primary schools in Turkana East Sub-County, Kangitit zone?
- (iii). Which methods of inducement can be used by teachers and other stakeholders to improve KCPE performance in Turkana East Sub-County, Kangitit zone?

1.6 Significance of the Study

The study aimed at assisting policy-makers to address socio-cultural problems affecting education during planning and improve the performance of learners in KCPE examination. Teachers, school administrators and other stakeholders in the zone and other zones in Turkana County may also use the findings of this study to address performance of learners in KCPE. Finally, the findings may also be used by the ministry to address similar problems in arid and semi-arid areas to improve performance in KCPE and other national examinations.

1.7 Assumptions of the Study

The following assumptions were made in this study:

- (i). All the schools in the zone face the same challenges.
- (ii). Socio – cultural practices are major predicaments to education in the zone.
- (iii). Respondents will be free to give accurate information.

1.8 Limitations of the Study

Some of the learners were uncooperative in that they were unwilling to fill the questionnaire, while those who participated may have given false information. This was handled by explaining to them about importance of the information they provided.

The study was done in a rural setup and language barrier was an issue thus, more time was spent in translating the content of the questionnaire for better understanding by the learners.

Due to vast distances between different study areas was covered and harsh climatic conditions, the researcher had to hire a motor bike and plan his visits in the morning and evening.

To manage skepticism among the learners in answering questions on culture the researcher guaranteed anonymity of the respondents and also asked them to make their work confidential from other students.

1.9 Delimitations of the Study

The study was delimited to public primary schools in Kangitit Zone which take KCPE. It was conducted using samples of standards 5, 6, 7 and 8 pupils, head teachers, teachers and DEO and it addressed socio-cultural factors affecting KCPE performance leaving other socio-cultural aspects like early marriage of girl-child and many others. This assisted in information and population management.

1.10 Theoretical Framework

This study is based on Structural Functionalism theory by Emile Durkheim (1858 – 1917). The theory proposes that a human society is like an organism and is made up of structures called social institutions. These institutions are specifically structured so that they perform different functions on behalf of the society. A school as both academic and social set-ups has a role to play in the lives of learners, parents, teachers as well as other stakeholders. The interplay of both academic and social values should be balanced for the benefit of all parties.

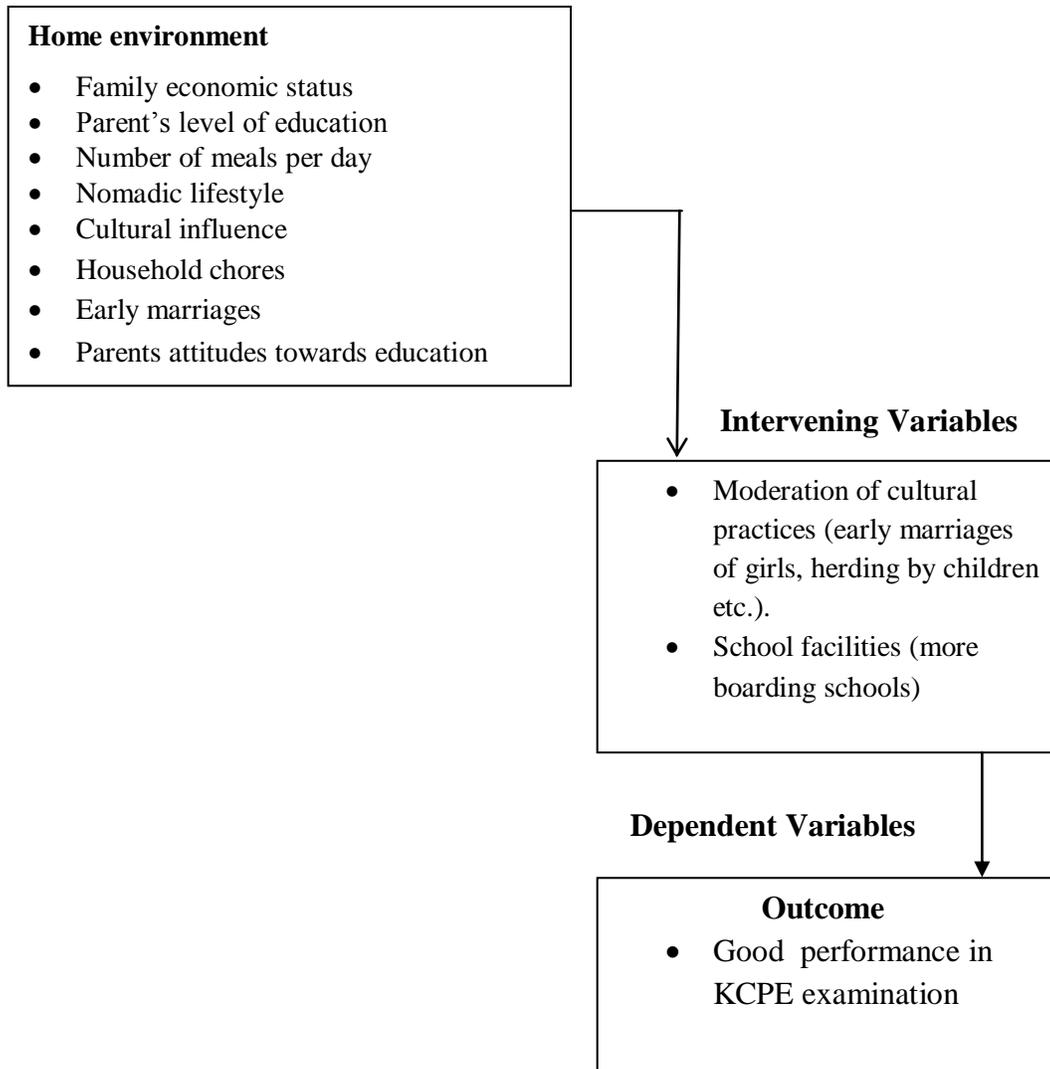
This theory attempts to provide an explanation on how human society is organized and what each of the various social institutions do in order for society to continue existing. According to this theory, as a result of being interrelated and interdependent, one organ can affect the other and ultimately all stakeholders will be affected in one way or the other (Kombo & Tromp, 2006). An example of early marrying off girl children by their parents as culture dictate renders academic aspect of the set-up lacking. On the other hand, the social set-up is boosted as a result of marriage. Such a scenario leaves peers of the married girls in dilemma even though they could be in school. Such a situation of uncertainty may lead to poor performance to both boys and girls as values of going to school is already eroded and is of no significance. Based on this theory, this study attempts to identify social and cultural practices in Turkana community affecting performance in KCPE and participation in Education. The study has been triggered by the fact that, as compared to other areas in the sub-county and County at large, the standard of education is lagging behind.

Based on this theory, different strategies have been proposed to tackle or minimize the existing problems. According to Durkheim, different community organs should operate in harmony and unison for them to succeed in improving academic performance and participation in education.

1.11 Conceptual Framework

This can be represented diagrammatically as shown in Fig.1.1 as follows:

Independent Variables



Source: Researcher (2015)

Figure 1.1: Conceptual Framework showing Independent and Dependent Variables

The Conceptual Framework representation assumes that a number of factors influence performance in an examination. The outcomes of any examination, good or bad, depend on interaction of these factors within home environment and the school. Home factors may include; social lifestyle of the family, economic status of the family, number of meals per day, parental level of education, nomadic lifestyle and household chores, among others.

The home and school environment have great impact on the learning of a child. For example, a child from poor home background may find it difficult to grasp academic content if the school environment may not provide an opportunity. Both school and home environment should be conducive to the child for better learning outcomes to be realized. Therefore, the school and home should work in harmony. Likewise, the quality of education output depended on both the quality and quantity of the input and the quality of the process of learning. When the education quantity and quality are good, the transition from one grade to another or one level to another will be good too and the number of those who pass examinations will be high and vice versa when the education quantity and quality are poor.

1.12 Operational Definition of Key Terms

Academic achievement:	Means the ability of a learner to perform in an academic test.
Good performance:	Means a score of 250 marks and above in KCPE.
Learning outcomes:	The end products of the process of learning. The academic grades a learner achieves after taking KCPE
Nomads:	Means Turkana people who move with their livestock from place to place in search of pastures and water.
Performance:	Means either poor or good results in KCPE examination.
Poor children:	Means children whose parents cannot provide them with developmental and school needs.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter comprises what has been done and documented on the topic of study. The literature related to the topic of study was reviewed under the sub-headings; Socio-cultural Factors Affecting Performance in Examination, strategies adoptable by teachers and other education stakeholders to counter socio-cultural factors which attribute to poor performance of KCPE and methods which teachers and other stakeholders may use to improve performance of KCPE in Turkana East Sub-County, Kangitit zone.

2.2 Social Factors Influencing Performance in KCPE Examination Results

In America, for many reasons, children from economically deprived homes often do not do well in school. A study by Thomas & Bainbridge (2002) and Frey (2005) shows that disadvantaged learners have difficulty with cognitive development, vocabulary and reading. The study also found that many of these learners are assigned to special education classes because of cognitive and developmental deficiencies. Many of these problems result from mothers' inability to pay for quality parental care. Also, poor children do not receive adequate diets, which may affect their performance in school. This was reflected in the dropout rate of students. The dropout rate for high school students living in low income homes is about six times that of their peers residing in high-income homes. The dropout rate was about 11% for students living in low-income families, 5% for students living in middle- income families and 2% for students living in-

high income families. This study recommended that parents and guardians should provide their children with basic school needs (National Centre for Education Statistics, 2004). The present study is all about socio-cultural factors affecting performance of learners in KCPE examination results.

Thomas and Bainbridge (2002); Frey et al., (2005) assert that households headed by a female were generally impoverished and children from such homes could not do well at school. Such learners had difficulty in cognitive development, vocabulary and reading. The problems originated from mothers inability to pay for quality parental care including adequate diet. Such learners require instructional programmes that meet their special needs.

A study by Ezewe and Obanya (1983) on parental reaction to poor performance at school revealed that parents with high social status are more concerned with their children's performance as a whole or in specific subjects. They offer guidance to them on weak subjects and in some cases even go a milestone and organize tuition for their children. On the contrary, low income parents cannot afford these services although they are worried over their Children's poor performance. The present study agrees with Ezewe and Obanya (1983) findings and identified poverty as a main cause of poor performance in the zone.

In reference to Ubogu (2004), a study on parental consultation with teachers highlights the importance of such interaction as bringing into their attention their children experiences at school and how to go about it. The study also points out the importance of

inquiring children results as it helps them to work hard. However, no parent would deliberately pay little or no concern at all to her/his child educational needs. Lack of such concern is caused by factors such as economic status, ignorance and restrictions put by some schools on parental visits to schools and children. This study found out that most parents in the zone are not keen on what goes on in school. The study attributes this to ignorance as a result of poor educational background and distance from school.

A study on effects of home and relationship within home on a child performance at school, carried by Isabella, MacLean (1966) highlights that secure home produce 'Secure children'. "Secure children" to her meant enthusiastic and responsive children. These children fully concentrate on a school given task. This study complements this as students blamed home environments to contribute to low academic performance.

Ubogu (2004) asserts that general parental participation in school development and provision of basic school needs such as learning materials provides a stable mind and conducive environment for pupils to study. Lack of the same leads to poor performance in national examinations. This study compliments the findings of the reviewed study as parents who participated and provided their children with school needs influenced their children educational outcome positively.

Studies also reveal that a child whose material needs such as textbooks, building funds and other necessities if not fully provided develops some psychological problems leading to poor performance and low attendance at school. It is also clear through studies that a child lacking intellectual stimulation from home over relies on teachers' notes or school

books which may not provide him/her with adequate or variety of notes. Research has also revealed that parents living in extreme poverty cannot provide their children with essential and educational needs leading to poor performance in school. World Bank (1990) reported poverty and education being worse in rural areas where most people dwell in poverty with per capita income below one third of the national average. It blamed the causes of inequality in access to schooling on poverty. Collier and Lal, (1984), asserted that providing educational opportunity to the citizen cannot achieve the universalisation effect because of poverty. This study also coincides with the findings of the reviewed study that, poverty, lack of intellectual stimulation from home and unequal access to school have resulted to poor performance and low school attendance in the zone.

Werunga et al., (2012), on the study of factors affecting gender access on enrolment in Matete and Lugari Divisions, attributed family factors including poverty (26.8%), orphaned (12.4%), poverty (23.5%), child labour (18.4%) in Matete and Lugari Divisions respectively as limiting school access in the area. The same study also revealed that socio- cultural factors influenced people to view education negatively. According to Waruga (2012), in Matete division non-enrolment for boys was caused by orphan hood which renders the boys helplessly shouldering responsibility which they should not do at that time. It recommended that the government as a matter of policy should review the funding of FPE by increasing allocations per child from the current Kshs.1020 per year. This is hoped to curb dropouts in primary schools. This study by Werunga et al., (2012) focused on economic factors and gave very little or non-attention on social-cultural

factors that leads to poor academic performance in KCPE results in the final exams. These socio-cultural practices includes; early marriages and pregnancies, boys being herdsmen and many others. This study focuses on socio-cultural factors and how it affects performance of learners in KCPE examination results in Kang'itit sub-County, Turkana County.

A study by Ezewe and Obanya (1983) also revealed that, children from high socio-economic status speak good English. They justified this by highlighting that, such parents with sound educational background, have positive attitudes towards education in general, act as good role models and above all provide their children both material and moral support and at the end, the child's esteem is boosted. This study makes a proposal that all schools in the zone be made boarding. Boarding supplies would act as a motivator for improved learning outcome. The study agrees with the study of Racheet et al., (2012) which assert that learners hardly perform well in examinations because most examinations are set in English. As evidenced by the study most learners in the zone communicate in Turkana language (72.95%), this has an adverse effect to learning and general examination outcome as most subjects are examined in English language.

Recheet e al., (2012), wrote in a study on factors contributing to poor performance in KCPE in Public Day Primary Schools in Mwimbi Division that majority of pupils (51%) communicated among themselves using Kiswahili. A small percentage of 9.8% who used English language were the ones whose performance was better in examination because most examinations were written in English language. Over reliance in mother tongue as a

language of communication made learners to lack English vocabularies which are useful for textbook reading and lesson understanding (Ubogu, 2004). National Center for Education statistics (2006) also carried out a study on influence of mother tongue to instruction at school. The results for the study showed that in America, between 1979 and 2003, the number of children who spoke a language other than English at home increased from 3.8 million to 9.9 million. This was an increase of 18% over this period. The study also found that most mothers in rural homes worked at home and most children helped their parents in domestic work. The economic status of parents and guardians tends to influence children's interest in education.

A study to investigate assistance pupils get from home showed that majority of pupils (69.2%) did not get assistance to do school homework at home. Only 30.8% do. Those who do not get any assistance end up performing poorly in national examinations (International Journal of Humanities and Social Science vol. 2 No. 5 March, 2012). The current study agrees with the findings that the poor results could be caused by poverty since most learners in the zone come from poor backgrounds.

National Centre for Statistics (2003) conducted a study on influence of parents and guardians in the learners' education. The study revealed that families greatly vary in terms of their active involvement in young people's educational experiences. Parents and guardians from higher-income households are more likely to have some active contact with their children's schools. It also showed that educational levels of parents and guardians tend to influence the learners interest in education. The study, therefore,

recommended that parents and guardians should have at least a minimum of Bachelor degree academic qualification for them to have greater positive impact on their children education.

The review study of Andrew and Orodho (2014), focused on socio-economic factors influencing pupils' access to education in informal settlements of Kibera while the present study aimed to establish socio-cultural factors affecting KCPE performance in Public Primary Schools in Turkana County, Kenya. A study by Fraser (1959), children of better educated parents reach high standard in their schoolwork. They are helped, encouraged to work hard at school. Contrary to this, poorly educated parents may lack awareness or interest in education though they may wish their children to do well as supported by this study too.

Centre for Promoting Ideas (USA), studied impact of absenteeism on academic performance and concluded that, it leads to loss of content and knowledge. Ubogu (2004) adds that this will lead to poor performance of assignments and exercises. Reche et al., (2012) also revealed that 41% of pupils moderately miss school, 29.4% showed high absenteeism and 29.4% low. As learners absent themselves from school, they miss lesson translating to poor performance in examination. These studies address socio-cultural factors causing absenteeism among learners.

In America, National Centre for Education Statistics in 2002 carried out a National survey to find out school attendance by both minority groups (African American Latino, Native American) and majority groups (Asians and Whites). The study revealed that

Latino, African American and American Indian students generally study less, are likely to be enrolled in college-prep or honors courses and are less likely to participate in extracurricular activities than their White and Asian classmates (McCarthy & Kuh, 2006). This therefore called for opportunities in education for minority groups. One was being designing programmes to reduce the achievement gap among the minority.

A study on domestic and school violence conducted at Columbine High School in Colorado and others showed that learners who do not feel safe at school will have their ability to learn impaired. It showed that generally a child feels twice as likely to be a victim of a serious crime away from school than at school (De Voe et al., 2002). The study reported that in 2001, US schools reported nearly 188,000 violence cases varying from school to school with high occurrences reported from urban schools. The study also interestingly reports that poverty does not seem to be a variable associated with incidents of various school violence. The study conducted in 2002 on how can we prevent violence in our schools? revealed that factors fueling violence in schools include: overcrowding; poor design and use of school space; lack of firm yet caring, disciplinary procedures; learners alienation; multicultural insensitivity; teacher and peer rejection of at risk learners and student resentment of school routines. Therefore, the study recommended the school administration should plan to protect or avoid all school-related violence by providing conducive learning environments to the learners. However, the study did not suggest school and community strategies that can be used to address domestic violence since they have a significant influence on academic performance of the learners.

Muthara (2012), investigated on effects of Free Primary Education on pupils enrolment in lower primary schools in Ngewa Zone, Kiambu County after abolition of school fees. The study recommended that public primary schools be availed with Free Primary grants in good time to ensure that more pupils were enrolled. This study identifies the improvement of parents' livelihood as a pre-requisite of better education for their children.

Children.com (2001) reported that children aged 4 years and below die of child abuse and neglect than any other cause. The report also shows that around 3 million cases of child abuse are reported every year and many of them on teachers. A study conducted by Kipng'etich, Boit and Bome (2013) on factors influencing household decisions on access to primary school education in Kenya: A case study of Uasin Gishu West District found that household related factors can deny many households opportunity to provide their children with basic primary education. It also causes irregular school attendance for children from poor households. Kipng'etich (2013) study recommended that the government should develop policies directed to poverty eradication to enable households ensure regular school attendance for the children. The current study investigated the socio-cultural factors affecting KCPE performance in public primary schools and parental decisions which account for 16.69% influence on children not to attend school.

According to Hargreaves and Fink (2006), differences in learner's age, background and gender are a social advantage and can be used as an advantage in development and employment of one's sub-cultural background in learning and shared construction of

knowledge. The present study endeavored to fill the gap in the reviewed study of Hargreaves and Fink (2006) in that, the study of socio-cultural factors affecting KCPE performance in Kang'itit zone, Turkana County, Kenya, gender and cultural background are not viewed as strength to construction of knowledge. Satisfactory performance is inclined in favour of boys. Boys out do girls in most subjects as indicated by 69.56% of teachers responses.

Eweniyi (2004), studied on the family structure on university students' academic performance in Olabisi Onabamijo University Ago-Iwoye, Nigeria. The objective of the study was to examine the impact of family structure on the academic performance for 240 students drawn from the six randomly selected faculties of the university. The results of the study revealed that there is no significant difference in the academic performance of students from single parent family and those from two parent family. There is significant difference between the academic performance of male students from two parent family and male students from single parent family and there is no significant difference from the academic performance of female students from single parent family and female students from two parent family. Based on these findings, the study recommended that Government, private organizations and individuals concerned with education should endeavor to address obstacles hindering effective academic performance of students by developing motivation in students through achievement, training and enlightening parents on importance of home structure on academic achievement of their children. Eweniyi (2004) found that there was no significant difference on academic performance of female students from single parent family and female students from two parent family. This

study attempts to find out the socio-cultural affecting performance of learners in KCPE final examination in Turkana East Sub-County. Thus, this study advocates for the government, non-governmental organizations and individuals concerned with education to allocate and invest in education of needy children.

Mokgaetsi (2005) carried out a study on factors contributing to Poor Performance of grade 12 learners at Manoshi and Mokwatedi High Schools in Limpopo Province, South Africa with its objective being establishment of factors in the home and school environments that contributed towards the poor performance which hinder learners to obtain minimum entry grade to university. One of the findings of the study is that, unpredictable family environment including loss of the family member through death, separation or substance abuse, domestic quarrels by parents are cited as very common phenomena in the society and these result in child neglect. The study recommends that, parents and the society at large should train the youth on good practices. They should serve as good role models. The present study is carried out in Kang'itit zone, Turkana County, Kenya on primary school pupils whom by virtue of their age depend on their parents and society for their well being.

2.3 Cultural Factors Affecting Performance in KCPE Examination Results

Ezewe and Obanya (1983) indicate that values constitute cultural practices, objects or actions valued by the society. They influence human social behaviour. Values determine material and non-material culture of the community. They add that, values are not only important elements of culture but also relevant to modern educational practices.

Achoka et al., (2013), studied on negative cultural practices on secondary school girl students' academic achievement in Bungoma County, Kenya. The objective of the study was to, establish cultural factors influencing girl-student academic achievement in Bungoma County to find out how cultural factors influence girl-student' academic achievement in Bungoma County. The study established that cultural factors mainly affected girl school attendance and concentration on academics hence the dismal academic achievement in KCSE. Early marriages as supported by student respondents 121 (43.5%) and 4 (50%) of the HoDs, Guiding and Counseling Department believe that most girls exhibit low academic performance due to early marriages. The study recommended that the government should enhance affirmative action and enforcement of laws on girls' rights among others. Also, it proposed that, the Ministry of Basic Education to enhance sensitization of parents on the significance of girls' education through the village elders and chief's barazas and other forums. While Achoka et al., (1983) studied negative cultural practices on Secondary School Girl Students' Academic in Bungoma County, Kenya, the current study was on socio-cultural factors that affect KCPE performance in Turkana County, Kenya. This study recognizes the role of home social determinants of education which have a significant influence on educational output.

According to Askel et al., (2007) nomads who migrated from their ancestral land had psychological stressors which impacted negatively on their language, culture and school performance. Ogbu (2001), studied children in nomadic areas performance in school and

found that they performed low in academic simply because of lack of effort by teachers and low effort in school enrolment. These studies, therefore, reveal that, these learners can equally do well if better conditions are provided at school. This study advocates for all schools in the zone to be made boarding to accommodate children from the nomadic community for improved academic performance and school attendance. It compares family, school and personal characteristics that contributed to low academic performance and enrolment.

Rattliffe (2010) also wrote on poor attendance, dropout, and negative attitudes towards school by nomads and attributed them to low academic performance and nomadism. He emphasized on learners motivation for achievement of academic excellence. He asserts that a child lacking self-esteem suffers from depression leading to decline in academic performance. However, the study failed to account for school related factors that contribute to poor attendance, dropout and negative attitudes on education. The present study blames the school to contribute to these by 9.15%.

Werunga et al., (2012), study on factors affecting the access of free primary education by gender in Matete division in comparison to Lugari division, revealed that countries all over endeavor to achieve gender equality in education to champion national growth and development. The study also indicated that the introduction of free primary education (FPE) in 2003 by the Kenya government increased Net Enrolment Ratio (NER) from 67.8% in 2000 to 82.1% in 2003. Sessional Paper No. 10 of 1965 on African socialism also emphasized at combating ignorance, disease and poverty through education to every

Kenyan child and citizen irrespective of gender, creed and ethnicity. It also provided for equal opportunities for all in political, social and economic arena. The reviewed study, Werunga et al., (2012) study was carried out in Matete and Lugari divisions whose residents are farmers. The present study was conducted in Kang'itit Zone in an ASAL area. The study indicated a serious disparity in performance between boys and girls in the zone. In the sampled mixed schools, boys' results were better than those of girls.

For education to reach many children, Riddell (2003) asserts that, the government abolished primary school tuition by introducing Free Primary Education (FPE). The problem of gender imbalance in education was universal. Kenya addressed this problem by re-introducing FPE initiative through the Ministry of Education, Science and Technology in January 6, 2003. This move brought back to school an estimate of 1.5 million children to primary school (Sifuna, 2005). The current study portrays decline in the quality marks obtained by candidates in the national examination as caused by social and cultural factors.

Sifuna (2005) noted that since independence, Kenya aimed at implementing FPE policy which came to be realized in 1970s. This move was to benefit children of the disadvantaged communities. He identifies that the presidential declaration of 1971 abolished tuition fees for the districts which were poor. That is Marsabit, Isiolo, Samburu, Turkana, West Pokot, Baringo, Narok, Elgeyo Marakwet, Olkajuado, Tana River and Lamu District. The passing of Children Act of 2001 has assisted in the enormous number seen going back to school. School enrolment improved by 20 %. Thus,

6.0 million in 2002 to 7.2 million pupils in 2003 and as at 2008 enrolment increased at the rate of 23.3 %.The reviewed studies focused on poverty as a deterrent factor to education. The present study sought to find out the socio-cultural life of Turkana people and its impact to education. The findings of this study show that the social life of Kang'itit community has the most impact on education in the zone. Akijakin (2005) asserted that the access to primary education has been skewed in favour of boys. He blames socio-economic, social- cultural, geographical and family based factors for this disparity which is also supported by this study as boys completing school are more than girls and also perform better than them as indicated by statistics from schools.

2.4 Summary

From the reviewed literature, it is evident that a few studies conducted among pastoral communities may not have provided a comprehensive solution to problems of academic achievements of the entire nomadic communities. Each nomadic community is unique with its unique problems which call for different approaches. Lack of prior studies on Kangitit zone has, therefore, called for this study. Available studies have not also specified which one between social and cultural factors poses major challenges to performance. These gaps are the ones that this study sought to fill. The data for this study were collected using questionnaires and interview schedules because the information is both quantitative and qualitative. The information collected was on socio-cultural factors affecting academic performance; strategies employed by stakeholders in dealing with these challenges, proposed strategies for dealing with the problem and highlighted some challenges hindering achievement of quality performance in National Examinations in

public primary schools. Some of the factors that were under focus are general perception of local community on education, family economic status, parental participation in educational matters in the zone, identification of major stakeholders of education in the zone, learner family backgrounds, pastoralism, education level of parents and number of meals per day.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology, which refers to the frame of reference, modes, concepts and ideas that shape the selection of a particular data gathering technique. It covers the study area, research design and target population, sampling techniques and sample size, data collection procedures and analysis presentation of data.

3.2 Research Design

Descriptive Survey Design was used for this study to collect information on opinion of respondents about socio-cultural factors affecting performance in the area of study. Survey Design was suitable because it was used in collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2009).

Descriptive Survey Design was suitable for this study since the population under study is homogeneous and the schools are far away from one another. Koul (1992) prefers Descriptive Survey Design because it is efficient in collecting a large amount of information within a short time.

3.3 Study Area

The study area was Turkana East Sub-County in Turkana County which the researcher chose as a result of its dismal performance in KCPE results in the County. Turkana County is a county in the former Rift Valley Province of Kenya. It is the largest and covers an area of about 71597.8 km². The county is positioned on extreme North Western part of Kenya. On its territorial boundaries, it is bordered by the countries of Uganda to the west, South Sudan and Ethiopia to the north and North East respectively. Among the counties which boarder Turkana county are Marsabit County to the East, Samburu County to the South-East and Baringo and West Pokot to the South. Lodwar is the county's headquarter. The area is faced by challenges of frequent raids, rampant droughts, poverty, high illiteracy, poor transport and communication networks and un-connectivity to the national grid.

According to Uwezo Kenya report posted on 25/04/2012, the county has a high poverty level of about 95%. The county is also leading in illiteracy level of 82% in the country, Wajir 76%, Garissa 74%, Mandera 70% and Marsabit 68%. This report also reveals that the proportion of the population that works for pay in Turkana, Mandera, Garrissa and Tana River counties is 0.06 per cent, 0.07 per cent, 0.1 per cent and 0.11 per cent respectively. This has consequently increased the dependency ratio to 89.4%.

3.4 Study Population

This study was carried out in public primary schools in Kang'itit zone. The zone had 30 public primary schools(4 boarding, 26 day among them 2 are girl schools and 28 mixed

sex), 30 headteachers (3 female & 27 male), 105 teachers(79male & 26 female), 11800 pupils (5390 male & 6410 female) and 1 DEO. Total population is 11935 of which 5496are males while 6439 are female (DEO Office, 2013).

3.5 Sampling Technique and Sampling Size

3.5.1 Sample Size

Slavin (1984) observed that due to limitations in time and funds, a study can be carried out from carefully selected sample to represent the entire population. Gay (1992) further postulates that for small populations, a sample size of at least 20% of the population is a good representation while for large populations a sample size of 10% is representative enough. Based on this, the sample size of 20% was used for the 6 public primary schools. For 6 head teachers and 23 teachers, they were purposively selected. A 10% sample was used to select pupils (851 boys, 730 girls) of classes' six to eight. For the sake of this study, schools were stratified into schools doing KCPE examination and those that do not sit for KCPE examination, DEO and standards 5, 6 7 and 8 were purposively selected. Pupils of selected classes were believed to be capable of responding to questionnaire (table 3.1).

Table 3.1: Summary of the Sample

Respondents	Population			Sample		
	Female	Male	TOTAL	Female	Male	TOTAL
DEO		1	1		1	1
Headteachers	3	27	30	1	6	7
Pupils	6410	5390	11800	641	539	1180
Teachers	26	79	105	7	16	23
TOTAL	6439	5497	11936	649	562	1211

Source: DEOs office, Turkana East Sub-County (2014)

3.5.2 Sampling Techniques

Stratified random sampling technique was used to sub-stratify respondents into sex to ensure each sex is represented. Further, pupils were sub-stratified into standards six, seven and eight. This method is also suitable because it enables both qualitative and quantitative process of research to be undertaken (Cohen, 2003). DEO was selected through Purposive Sampling Technique.

3.6 Research Instruments

This study employed the use of questionnaires, interview guide and documentary analysis. An interview guide was used to elicit information on the opinion of the DEO towards socio-cultural practices that affects performance of KCPE final results and its remedy. This instrument is suitable for respondents with tight schedules. Questionnaires were applied to head teachers, teachers and pupils. Questionnaires are used to collect a lot of data within a shortest time possible from a large group of respondents. Both tools

were deemed suitable because of their flexibility. Documentary analysis was derived from sources such as internet, books, journals and published theses.

3.6.1 Questionnaires

Detailed questionnaires were used to collect data from headteachers, teachers and pupils on socio-cultural factors affecting KCPE performance in public primary schools in Kangitit zone. Headteachers questionnaire has three sections for background information, academic and a summary table. Teachers' questionnaire comprises items seeking information on socio-cultural influences on performance. It has three sections: background information, academic information and a summary table. Kerlinger (1999) states that the questionnaire elicits information on appropriate area to which respondents respond objectively. Learners were drawn from standards 5-8 and their questionnaire contained three sections seeking information on their background, academic performance and a summary table.

3.6.2 Interview Schedules for DEO

Mugenda, and Mugenda, (1999) observed that interview schedule has a set of questions that the interviewer asks an interviewee orally. An interview schedule makes it possible to obtain data required to meet specific objectives of the study. It is also used to standardize the interview situation so that interviewers can ask the same questions in the same manner.

This instrument was used to collect information from DEO on KCPE performance. DEO's interview guide was designed to seek information on socio-cultural determinants

of education in the sub-county. This instrument is used for respondents with tight schedules.

3.7 Pilot Study

Lancaster, Dodd and Williamson (2004) defined a pilot or feasibility study as initial study carried out to estimate logistics and gather information before the actual study in order to guarantee quality, efficiency and success of the study. It was also meant to reveal weakness and strength of research tools to collect data for amendments to be made before their use in data collection in the actual study. Two headteachers, two teachers and one hundred and eighteen pupils participated in testing of the instruments for validity. This was a slightly above 10% of the sample population which the researcher felt was adequate enough to test these tools for validity. Those involved in piloting were selected purposively and they were not part of the sampled population. After pre-testing, the information collected was sufficient, hence, the tools found efficient for data collection.

3.7.1 Validity

According to Mugenda and Mugenda (2003) content validity measures the degree to which data collected using a particular instrument represent a specific domain of indicators or content of particular concept. The researcher specified the domain indicators, which are relevant to the concepts being measured. Blank spaces, inaccurate responses, or inconsistencies indicated weakness that prompts reviewing after piloting. Tools were thoroughly constructed to avoid ambiguity and emphasize clarity and

precision. The researcher in addition used comments and suggestions from the supervisors, Departmental and School Defense Board to enhance validity.

3.7.2 Reliability

To test reliability, test retest reliability was used. The researcher gave two headteachers and two pupils from different schools a questionnaire to fill, then after two weeks the tool was re-administered after which a correlation coefficient for the two scores was calculated. A correlation coefficient was calculated using the formula:

$$r = \frac{\sum xy - \frac{(\sum x)(\sum y)}{N}}{\sqrt{\left[\sum x^2 - \frac{(\sum x)^2}{N}\right] \left[\sum y^2 - \frac{(\sum y)^2}{N}\right]}}$$

Where: **x** = first test

y = second test

N = Number of respondents in both test **x** and **y**

(Archambault, 2000).

The calculated coefficient (*r*) for the DEO interview guide was 0.86, for headteachers questionnaire was 0.79, for teachers questionnaire was 0.83 and for pupils' questionnaire was 0.73. Since the correlation coefficient in these instruments was 0.7 and above, the instruments were considered reliable for the study as noted by Kerlinger (1973).

3.8 Data Collection Procedures

Before setting out to the field to collect data, the researcher sought an introductory letter from Kenyatta University Graduate School and thereafter proceeds to obtain a research

permit from National Council for Science, Technology and Innovation. Afterwards permission was obtained from County commissioner, Teachers Service Commission County Director (Turkana) and DEO about intended research.

Their authorization letters were vital. Further, the researcher made appointments with headteachers of the selected public primary schools. A week after, to ensure efficiency of response to the questionnaire, the researcher personally administered the instruments while assisting the headteachers and pupils who had difficulties in responding to the questionnaire and interview guide for DEO and adjusted them appropriately based on weaknesses identified during the pre-test. On the actual dates of the study, the researcher visited individual primary schools to conduct the research. Documentary analysis comprised related information derived from internet, books, journals and published theses. These sources were cited and acknowledged.

3.9 Methods of Data Analysis

Data was analyzed using descriptive statistical method. Responses from interview schedule were analyzed qualitatively using thematic approach. Quantitative data were analyzed using Statistical Package for Social Sciences program. Descriptive statistics such as frequencies and percentages were used to analyze the data quantitatively. Data on the questionnaires were coded for analysis purposes and useful in explaining variable distributions, summarizing and organizing data to make meaningful trends.

3.10 Logical and Ethical Considerations

After getting clearance and a research permit from Kenyatta University, the researcher proceeded to seek permission from the National Commission for Science Technology and Innovation. The researcher sought further permission from the County Commissioner and the County Director of Education Turkana County to conduct research in the schools and those involved in the study. The researcher visited the schools and requested for permission from the administrators of the schools to carry out data collection through interviews and questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents an evaluation of study findings on the topic socio-cultural factors affecting KCPE performance in public primary schools in Kang'it zone. The analysis of data has been done based on the study objectives:

- Identification of socio-cultural factors affecting KCPE performance in public primary schools in Turkana East Sub-County, Kangitit zone.
- Establish strategies adoptable by teachers and other education stakeholders to improve performance of KCPE in Turkana East Sub-County, Kangitit zone.
- To explore methods which teachers and other stakeholders may use to improve performance of KCPE in Turkana East Sub-County, Kangitit zone.

This chapter is divided into four main sections. The first section is on demographic information of respondents, which gives an analysis of descriptive results on a sample of respondents and their characteristics. The second section presents data collected on identification of socio-cultural factors affecting KCPE performance in public primary schools and established strategies adoptable by teachers and other education stakeholders to improve performance of KCPE in Turkana East Sub-County, Kangitit zone. The last section deals with methods which teachers and other stakeholders may explore to improve performance of KCPE in Turkana East Sub-County, Kangitit zone.

4.1 Demographic information of Respondents

General information of the study participants was important to the researcher for it helped to understand the background of the respondents and which was believed influences socio-cultural behavior of Turkana as a people in the study. The general information deemed important includes: Gender, school status, school category, enrolment, and other personal information.

4.1.1 Sample Composition

Critical analysis of the respondents was felt vital to make the information collected comprehensive. The respondents for this study comprised of the DEO, headteachers, teachers and pupils. Pupils, teachers and headteachers responded to the questions from the questionnaires while interview guide for DEO. As such, it is prudent to analyze respondents as shown in table 4.1.

Table 4.1: Respondents

Interviewees	Frequency	Percent
DEO	1	0.3
H/Teachers	7	0.5
Teachers	23	1.8
Pupils	1180	97.4
Total	1211	100

Source: DEO's interview guide, headteachers, teachers and pupils questionnaire

Table 4.1 shows that majority of the respondents 1180 (97.4%) were pupils while 23 (1.8%) were teachers and 7 (0.5%) and 1 (0.3%) were the headteachers and DEO respectively.

4.1.2 General Respondents Gender

The respondents were asked to state their gender. Gender as a whole for those who took part in the study meant either male or female. It was important to determine gender representation in the study (Figure 4.1). The finding shows that most of the respondents 649 (54%) were female while 562 (46%) were male. This shows that many males are not easily found within and around the school environs due to preference of nomadic life style. It is also an indicator that many males in Turkana East are not easily found in the village as it ought to be. The revelation was the representation of each sex involved in the study.

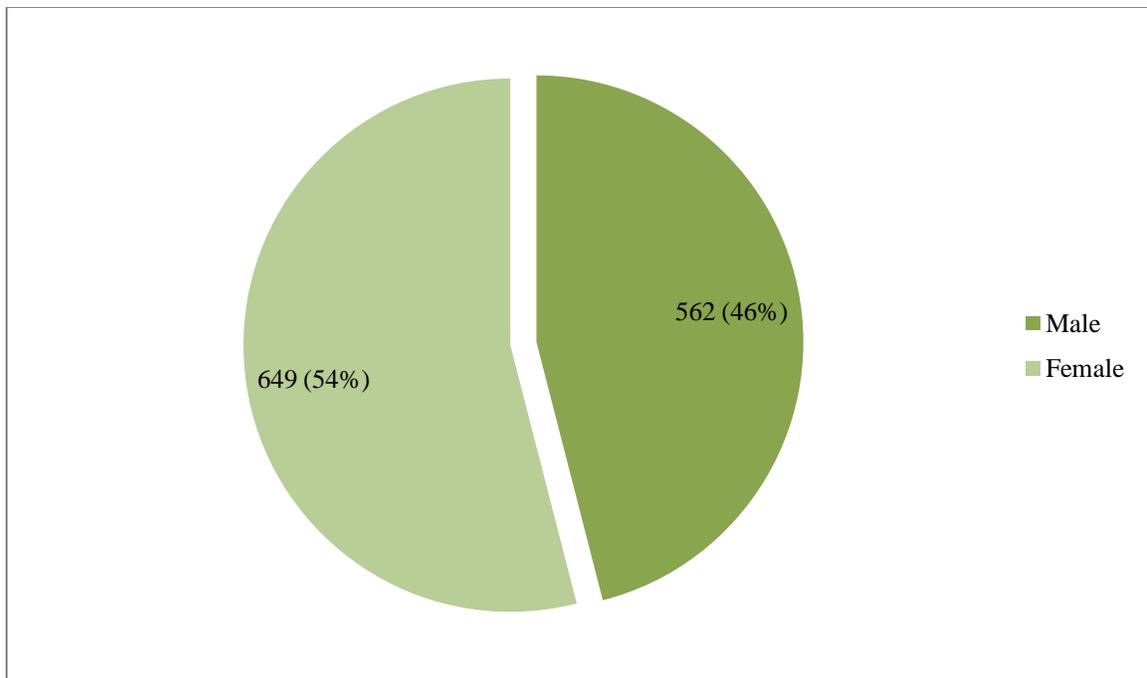


Figure 4.1: General respondents gender

N=1211

4.1.3 Learners Gender

The students were also asked to state their gender. This variable was important in determining representations of pupils according to their gender. The results are as shown in figure 4.2.

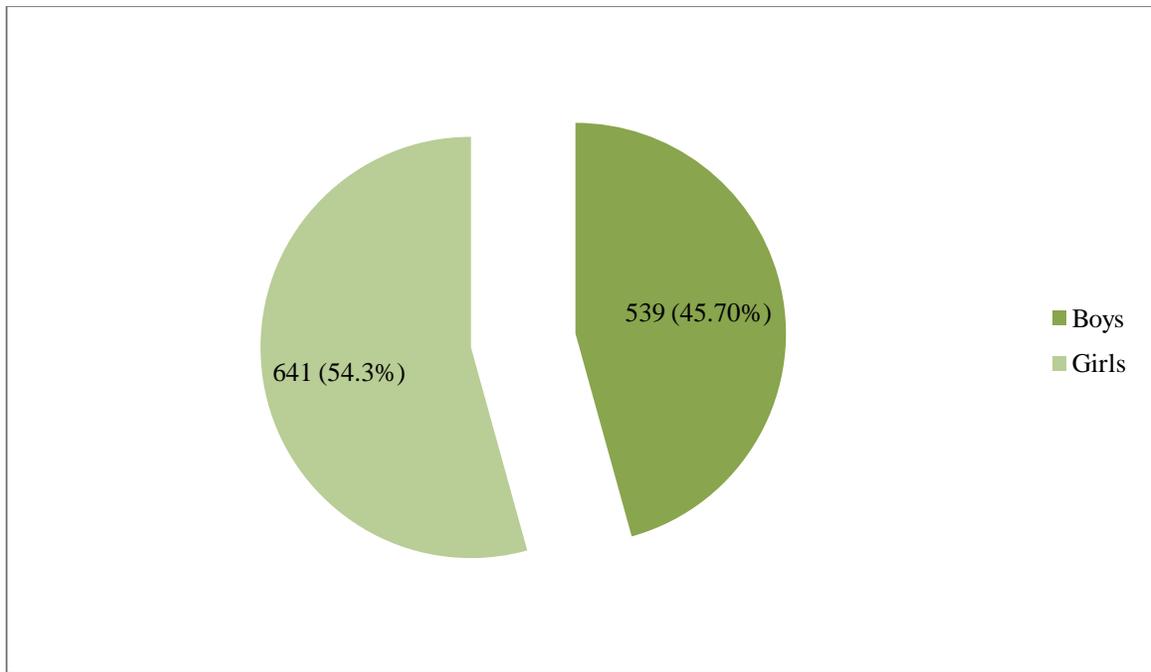


Figure 4.2: Learners' gender

N=1180

The pie chart in figure 4.2 shows that 641(54.3%) of the respondents were girls while 539 (45.7%) were boys. This implies that majority of the pupils attending school in Kang'itit zone are girls. This shows that many boys are not attending school due to preference of herding to schooling. It is also an indicator that many families in Turkana East do not regard education important as it ought to be.

4.2 Socio-Cultural Factors Affecting KCPE Performance in Public Primary Schools in Kang'tit Zone

This study examined socio-cultural practices in regards to academic performance of learners in KCPE examination as its first objective. While examining these practices in the study schools, the researcher focused on key thematic areas. They included; rate of giving birth per family (number of siblings), school attendance, truancy of learners, school types and feeding programs in the study schools. These key thematic areas were to address attitudinal and behavioral change to usher in a spirit of hard work for academic achievement as the ultimate goal of good performance in KCPE examination. The study findings are discussed below.

4.2.1 Number of Siblings

The students were asked to state the number of siblings they have. Siblings in this study meant children (male and female) born by the same biological parents. This was important in establishing family size of each parent learners came from (Table 4.2). Good health emanates from manageable family size which contributes positively in the learning process of an individual. The number of siblings learners have may affect consistency in school attendance as children involved in search for food to make ends meet. This affects the ability of the family to provide for educational inputs which in the end affects performance in KCPE examination results.

Table 4.2: Pupil's siblings

Siblings	Frequency	Percent
1-2	119	10.2
3-4	409	34.6
5-6	527	44.7
7-8	78	6.6
Above 8	47	3.9
Total	1180	100

Source: Pupils Questionnaire

Majority 527(44.7%) of the pupil respondents said they had 5-6 siblings, followed by 409 (34.6%) who had 3-4 siblings, 119 (10.2%) had 1-2 siblings, then 78 (6.6%) had 7-8 siblings and those with more than 8 children were 47 (3.9%) of the respondents (Table 4.2). The trend clearly shows that there is no birth control put in place despite the minimal source of income in the area. This implies that majority of families had baggage that they cannot comfortably shoulder which leads to a situation that affects affordability of basic educational needs of the learners. This in the end leads to low performance academically in KCPE examination. The finding supports Ubogu (2004) and Reche (2012) who found that missing lessons, poor performance of assignments and exercises leads to poor performance in final examinations.

4.2.2 School Attendance

The variable sought to establish how frequent and consistent learners attend school to enable improved performance in KCPE examination. The number of learners attending school per home was to show how serious parents were with education. Majority 507

(42.9%) of learners said that all of them attend school regularly, 316 (26.78%) said they attend school sessions half way, 215 (18.22%) attend less than a half of the school while 22 (1.86%) do not attend school at all (Figure 4.3). This helped to establish the number of children who do not regularly attend school.

The findings of the study shows that more than a half (57.1%) of the learners in Turkana East sub county do not attend regularly and consistently. This could be due to the fact that most parents still do not recognize school as important instrument in changing lifestyle for a better living. Quite a reasonable number of learners do not attend school at all. With such a trend, passing KCPE examination is a tall order for learners, hence poor performance at the end of education system. The study supports Askel (2007) who found that nomads who migrated from their ancestral land had psychological stressors which impacts negatively on their language, culture and school performance.

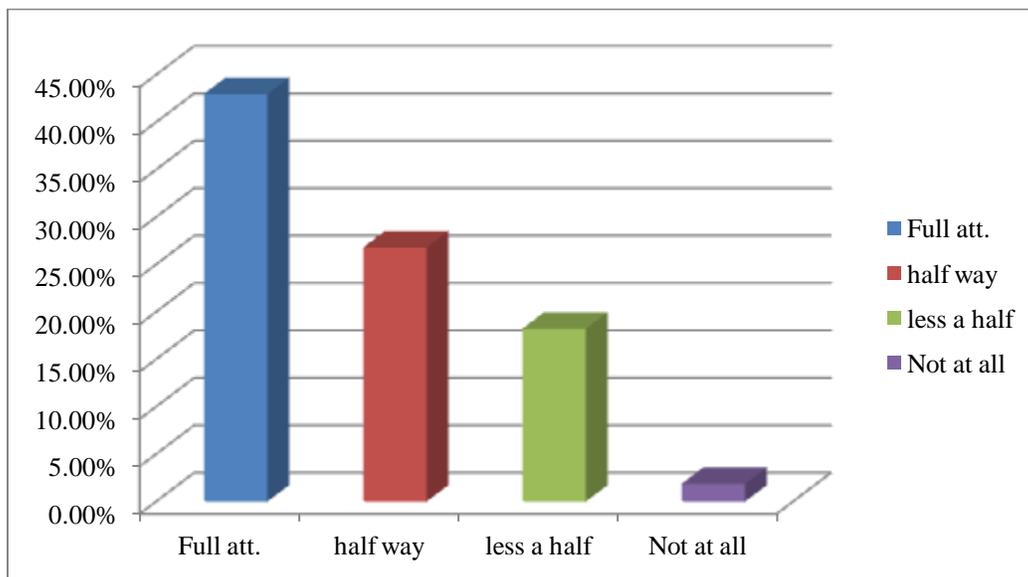


Figure 4.3: School attendance of learners per a family

N=1060

4.2.3 Truancy as a Factor for Poor Performance in KCPE

Irregular school attendance of learners contributes much to poor academic achievement of learners in general. On the other hand, inability of children who have attained the school going age but fear enrolling in any learning institution is another factor. Learners were asked to state why some of their siblings were not attending school. Majority of learners 646 (54.75%) said it was as a result of poor economic background, 263 (22.29%) said it was learners own decision, 197 (16.69%) said it was parental decision for children not to go to school while 74 (6.82%) said it was due to lack of role model in the area to inspire them (Figure 4.4). From the findings, it can be deduced that it is lack of parental commitment to education which blinds their children to academic world. Parent's leaves decision of education on the hands of individual learner to decide on which way forward.

It is imperative for a child's parent to leave decisions of such magnitude to a child who may not be able to differentiate what is good or bad. The finding supports Rattlife (2010), who found that cultural factors like nomadic life affects school life, and overall performance. The finding also supports Ubogu (2004) and Reche et al., (2012) who found that pupils who moderately miss lessons, absents themselves or irregularly go to school performs poorly in an examination.

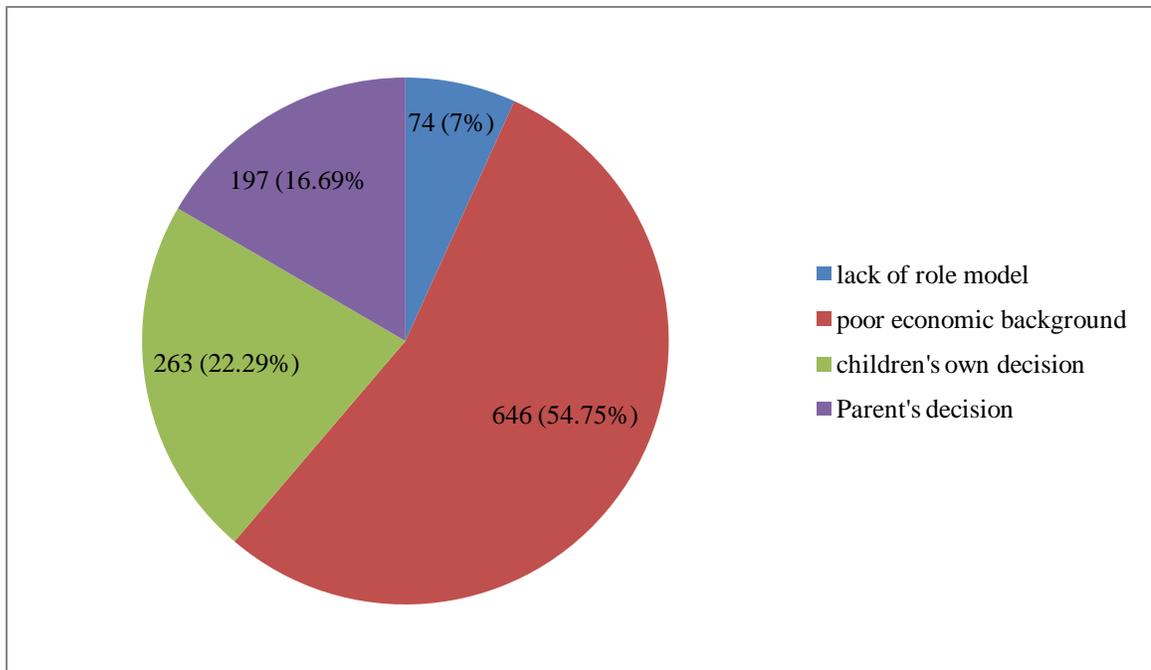


Figure 4.4: Reasons for not attending school

N=1180

4.2.4 Feeding Patterns of Learners

The learners were also asked to state the number of meals they take in a day (breakfast, lunch and supper). The information provided was used to determine meals provision, how it affects school attendance and academic performance of the learners. It may be used to advise both parents and government on the importance of meals to school going children for better learning outcomes.

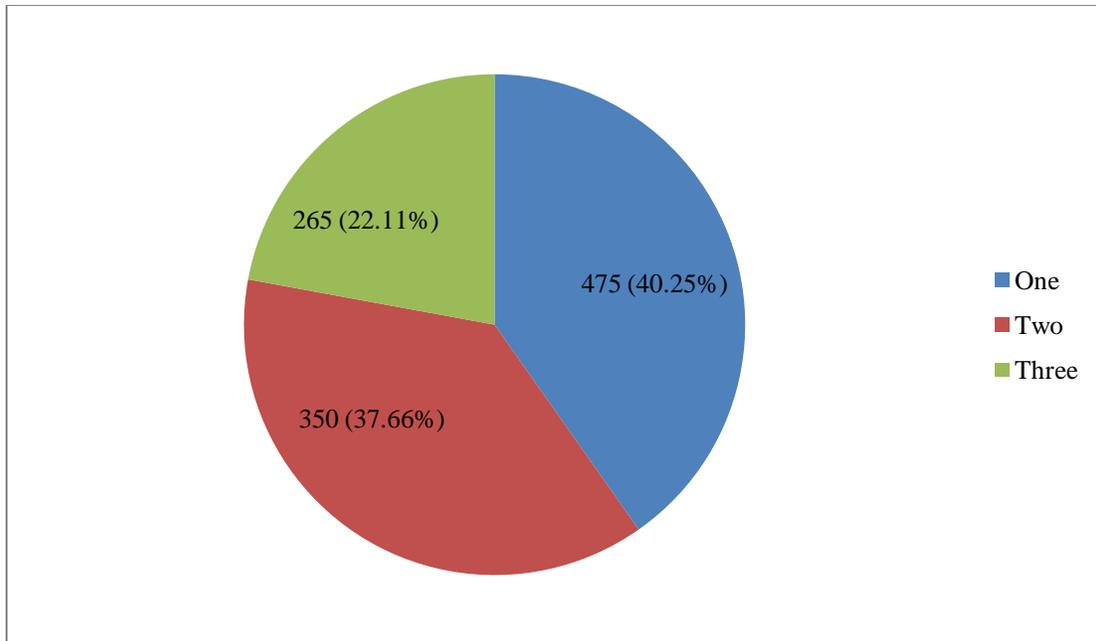


Figure 4.5: Number of meals per day **N=1180**

Figure 4.5 shows that most of the learners take one meal daily 475 (40.25%), 350 (37.66%) take two meals daily while 265 (22.11%) have three meals daily. The findings show that majority of the learners are in dire need of food for sustainability and for good brain nourishment. Inadequate food supply is a major factor contributing to poor performance in any examination, KCPE being one of them. Despite the fact that school going children should take at least 3 meals per day, the findings of the study established that majority of the learners have been taking only one meal. A few learners 265 (22.11%) who take the recommended number of meals per day could be the ones performing fairly in the KCPE examination, hence improving performance grid in the Turkana East Sub County.

4.3 Strategies Adoptable by Teachers and other Education Stakeholders to Improve Performance of KCPE in Turkana East Sub-County, Kangitit Zone

The researcher felt there was a need to establish strategies adoptable by teachers and other educational stakeholders that could trigger improvement on academic performance of learners in KCPE examination results in Turkana East Sub-County.

Analysis of strategies adoptable by teachers and other stakeholders that could trigger improvement on academic performance of learners in KCPE was the second objective of this study. The responses were discussed under the following sub-headings; completion rate of candidates, KCPE means performance results, KCPE performance trends and gender based KCPE performance results.

4.3.1 Comparison of Completion Rate of Candidates

To determine the learner's performance, the researcher asked the head teachers to provide information about the number of students enrolled in each school within Kang'tit zone from the year 2010-2014. Candidates in this case mean learners enrolled for KCPE. The data was used to compare completion rate between girls and boys and also predetermine completion rates among the learners (Table 4.3). The table shows the number of candidates for the past five (5) years added together per school. The revelation of the finding is that despite the low mean score of candidates; very few girls sit for KCPE examination in Turkana East Sub-County.

Table 4.3: Candidates per school for 5 years

School	Boys	Girls	Total
Lokori primary school	222	79	301
Lokori girls school	-	224	224
Morulem primary	154	74	228
Lokwii primary	161	69	230
Lotubae primary	84	41	125
Elelea primary	85	38	123
Katilia primary	117	51	168
Total	823	576	1399

Source: Head teachers questionnaire

Among the seven sampled schools, one was girls' school and six others were mixed schools. Some of the schools have boarding facilities while others are day schools. In the boarding; Morulem, Lokwii and Lokori primary school, female candidates were more than day schools in the 5 years (Table 4.3). The total candidates who sat for KCPE between 2010 and 2014 were 1399 (823 boys and 576 girls). This implies that more boys than girls complete primary education in the zone. Early marriage of girl child could be a factor that deprives female children from sitting for KCPE exams and even performing well. Averagely 15 girls per year per boarding school registered for KCPE examination compared to 9 per school per year in day schools.

On the other hand, averagely 36 boys per school per year sit for KCPE exams in boarding schools compared to averagely 19 boys in day schools for the last 5 years.

This shows that boarding facilities strategy can help improve registration and performance of candidates of Turkana East Sub-County in KCPE examination. The finding supports Rattlife (2010) who found that a child lacking self-esteem suffers from depression leading to decline in academic performance in any examination. Boarding facilities keeps learners away from societal and cultural influence hence concentrating on academic performance in final examination.

4.3.2 KCPE Mean Performance

For this study, mean performance is the sum of the average of the subjects sat in KCPE for the given years. The DEO was asked to provide the mean scores for the Zone between the years 2009 to 2015. The information was used to determine the sub-county pass mark, make judgment on the trend and whether or not the sub-county is performing well or poorly in KCPE. Table 4.4 shows yearly mean scores.

Table 4.4: Seven-year trend in KCPE mean performance

Year	Mean Score
2015	224.14
2014	227.91
2013	239.39
2012	240.53
2011	221.82
2010	262.9
2009	258.78
Average Mean score	238.3529

The average mean performance for the seven years is 238.35. The DEO rated this performance as below average in a likert scale of Very good, Good, Satisfactory, below average and Poor. The trend in performance for the seven years can be represented diagrammatically as follows:

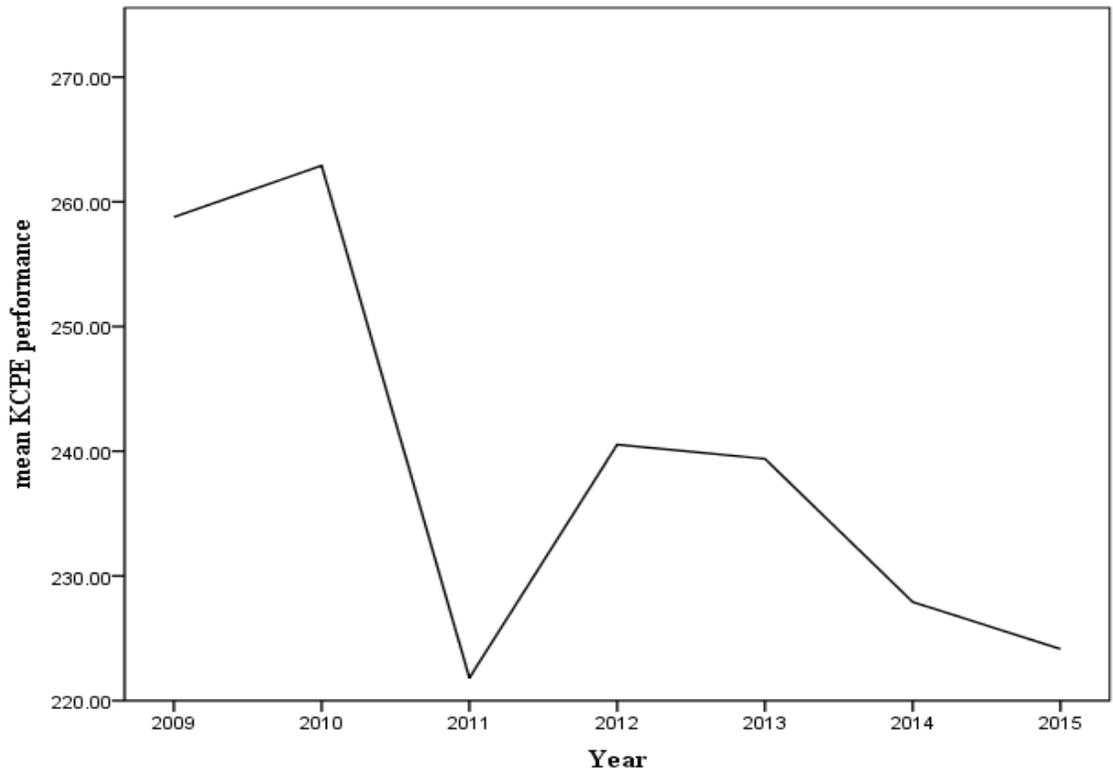


Figure 4.6: Trend in KCPE performance

From figure 4.6, it can be observed that KCPE performance in the zone has been on a general downward trend with year 2010 recording the best results and year 2011 showing a free-fall from which improvement was minimal. The results further show that year 2015, which was the most recent during the study, recorded another free-fall, a situation that poses unprecedented challenges to the educational policy-makers. This could be

attributed to the environmental challenges forcing many candidates to away from schools for a long period of time. Nomadic lifestyle is quite unpredictable especially to those learners in day schools. It is preferable learners in arid and semi-arid areas to be boarders to avoid missing lessons as a result of movement from one place to another with the family.

4.3.3 Performance by Gender

It is a comparison between boys and girls based on academic performance. The headteachers of the respective schools were asked to provide KCPE performance according to the students gender for the scores 250 marks and above from the year 2010-2014. This cut mark is a pass mark score in an examination. This was used to determine those who pass exams among boys and girls. The findings for the past 5 years were as shown in Table 4.5.

The findings show that more boys in their respective schools perform better than girls. This is evident in almost all mixed schools when performance is compared in terms of marks scored above 250 in KCPE final examinations. In Lokori Girls Primary School, comparison cannot be made because it is purely girls school even though the percentage of those who got 250 and above were still dismal. This implies that the majority of the girls in the zone are failures in KCPE implying that they have low chances as compared to boys in accessing secondary education. This could be due to the fact that most girls are married when still too young by their parents. As a matter of fact, it attributes to

demoralization of girl-child to competitive standards of performance in education hence poor performance in KCPE final examination.

Table 4.5: Gender-based KCPE performance for the past 5 years

Name of school	No. of boys	Percentage	No of girls	Percentage
Lokori mixed	58	26%	13	16%
Lokori girls	-	-	38	17%
Morulem	32	20.78%	8	10.8%
Lokwii	28	17.39%	9	13.04%
Lotubae	16	19.05%	7	17.07%
Elelea	15	17.65%	6	15.79%
Katilia	26	22.22%	7	13.73%

Source: Headteachers Questionnaire

4.4 Methods Teachers and Other Stakeholders Use to Improve Performance of KCPE in Turkana East Sub-County, Kangitit Zone

The third objective of the study explored strategies teachers and other stakeholders use to improve performance in KCPE examination results in public schools in Kangitit zone. This objective was analyzed under the following sub-topic; consistent periodical assessment of learners, relevance of subject's participation and performance in final examination, treating demands of children, discussion with my child/children school matters frequently, gifts and tours for exposure to my children in appreciation of good work at school.

4.4.1 Consistent Periodical Assessment for Learners

To ascertain educational progress of candidates in selected schools, learners and teachers were asked to state how frequent assessment test is done in the chosen schools. Teachers and learners were asked differently using questionnaires which they filled in the presence of the researcher and research assistant. The findings were that majority 20 (86.96%) of teacher respondents said that there was no assessment in the schools while 3 (13.04%) said was assessment (Figure 4.7). Equally, majority of learner respondents 910 (77.12%) said no, 90 (7.63%) said yes while 180 (15.25%) could not tell (Figure 4.8).

The finding shows clearly that for sure periodic consistent assessment is lacking in Turkana East Sub-County. Teachers at no point could actually assess their progress in terms of teaching methods for adjustment to improve service delivery to the learners. Not even the tools and equipment were assessed for adjustment or up-dating them were reported.

The result of the study could also reveal that no consistent periodical assessment are undertaken to boost understanding on the side of learners. Those learners who could not tell whether assessment is done or not in schools could be as a result of ignorance (Figure 4.8). The culture of continuous assessment re-energizes both teachers and learners on educational undertakings to the extent that every stakeholder is reminded of his or her role to play hence good KCPE examination results may be realized at the end of the course.

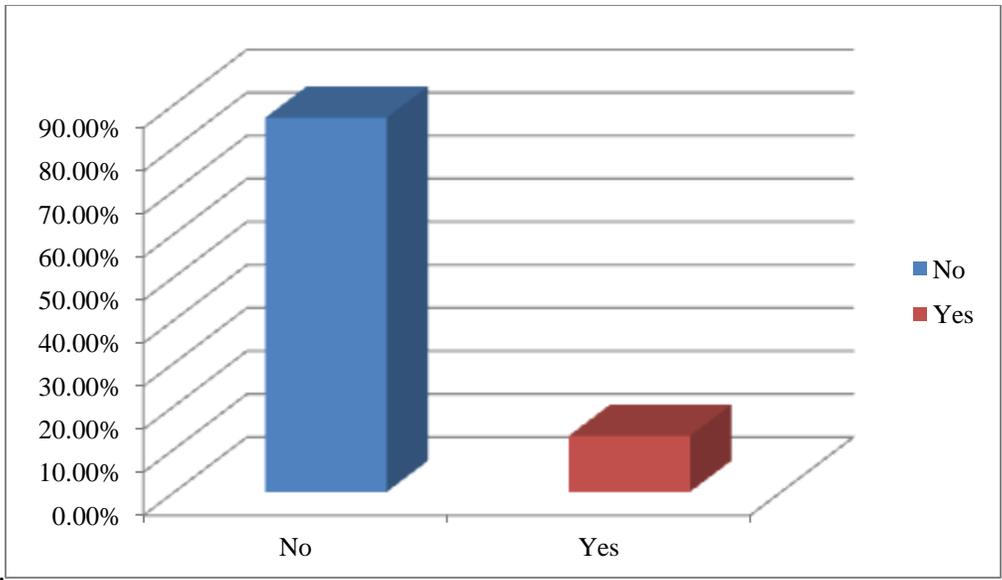


Figure 4.7: Periodical assessments by teachers

N=23

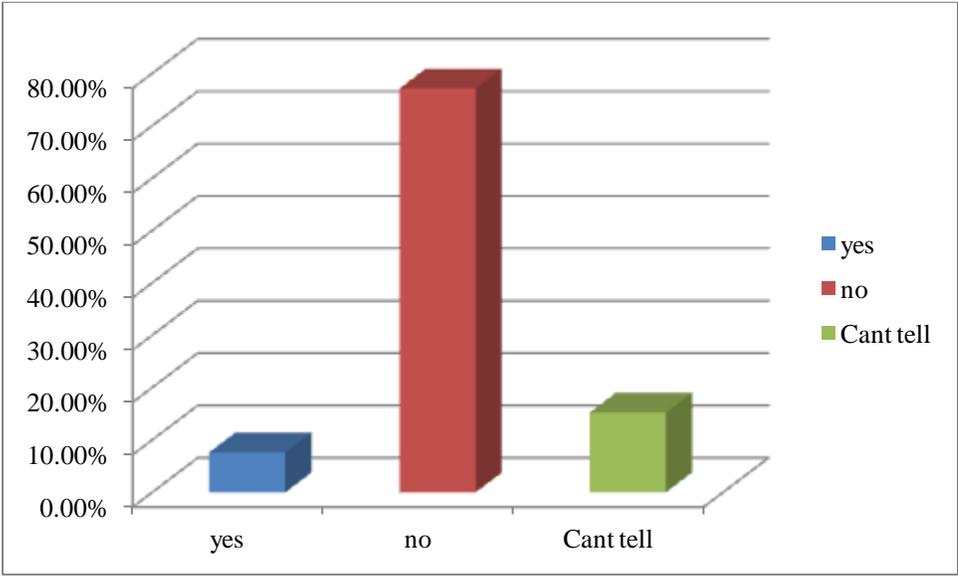


Figure 4.8: Periodical assessments by learners

N=1180

4.4.2 Performance in the Last Assessment Tests Done

The researcher felt it was wise to determine last tests done in the sampled schools to establish whether there was any progress or not in an examination sat by respondent learners at the end of second term of 2015. The findings were that majority (66.52%) of the learner's scored between 201-300 marks, 17.6% scored between 100-200 marks, 15.76% scored between 301-400 marks while those who scored between 401-500 made up only 0.76% of the respondents.

According to this revelation, 85.04% candidates scored from 201-500 marks in that end term exams (Figure 48). This finding from teachers' responses was contrary to the final KCPE national exams results. This could be as a result of low assessment tools used by teachers or moderated results to appease the students, parents and other stakeholders. The result could be used to make necessary adjustment for it appears not to be giving a true picture of what happens on the ground as learners wait for KCPE exams.

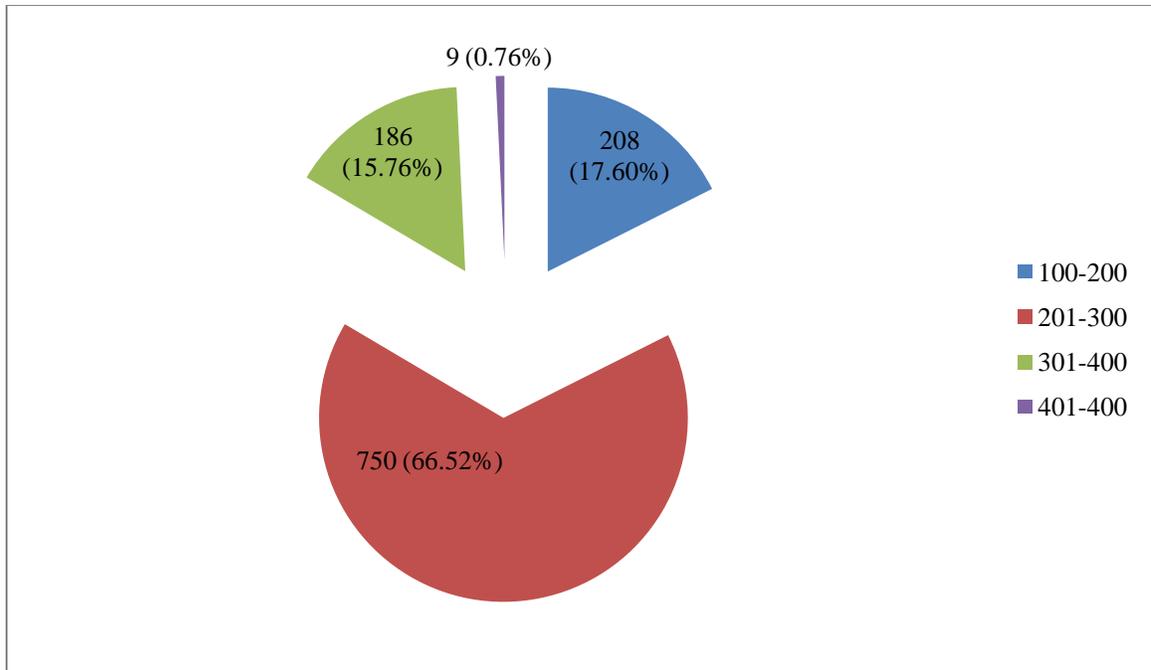


Figure 4.9: Marks scored end of term 2 in 2015

N=1180

4.4.3 Guidance and Counseling of Learners

To establish how well socio-cultural activities in the sub-county can be curbed, learners were asked whether their parents and teachers offer guidance and counseling to them at school and at home. Parental counseling in this case included; disassociating learners from nomadic lifestyle, not marrying girl children at an early age, encourage going to school, highlighting essence of excelling at school and many others. This was deemed important in determining whether parents and teachers in the zone were concerned with educational performance in KCPE and success in general.

The responses were received in two parts; for teachers and parents. Learners responses on parents counseling were; majority 640 (54.24%) of the learners said that their parents wants them to go to school, 260 (22.03%) said no early marriage of their children. The

other 180 (15.25%) said their parents wanted them to stop nomadic lifestyle while 100 (8.47%) of parent wanted their children to excel in academic performance (Figure 4.9).

It is evident that very few parents were concerned about their children excelling in their academic endeavors as opposed to what many parents in urban and civilized areas would encourage their children to do. Those who allow their children to go to school could be do not follow or counsel on the need to work hard for a better future after exceling in final examinations. There is need to encourage all parents to be guiding and counseling their children on the good side of performing better in examination for a brighter future.

Learners responses on teachers' guidance and counseling were as follows; majority 748 (63.39%) said teachers do offer counseling services to them on school attendance, 252 (21.36%) do encourage them to excel in academic performance, 92 (7.8%) counsel on nomadic lifestyle while 88 (7.46%) counsel them on effects of early marriage (Figure 4.10). From the findings of the study, it can be seen that very small percentage of teachers' counseling touches on early marriages and nomadic lifestyle. This could be as a result of their cultural belief and practices which limits teachers on talking about it. It could be that some of these teachers equally hail from those areas and fear touching on their socio-cultural practices of the community.

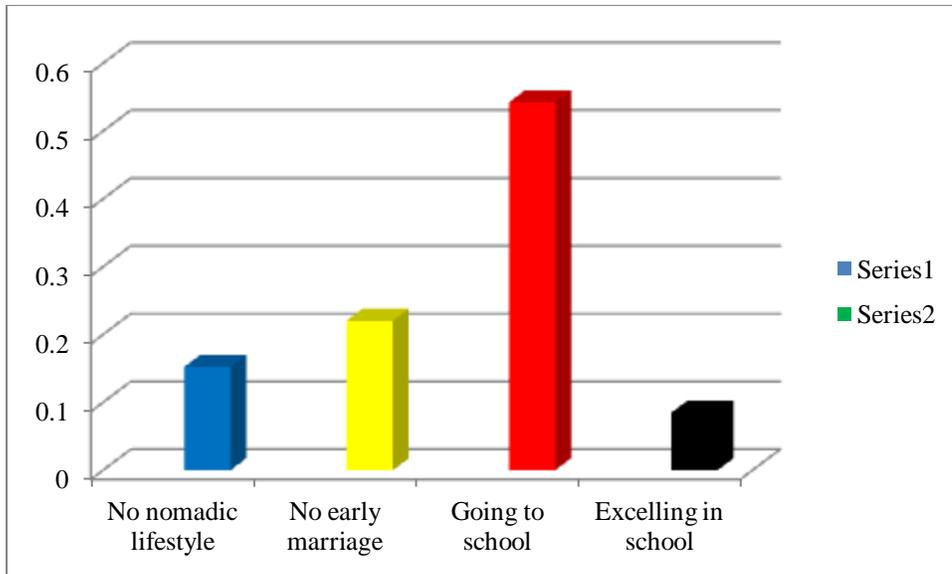


Figure 4.10: Guidance and counseling by parents

N=1180

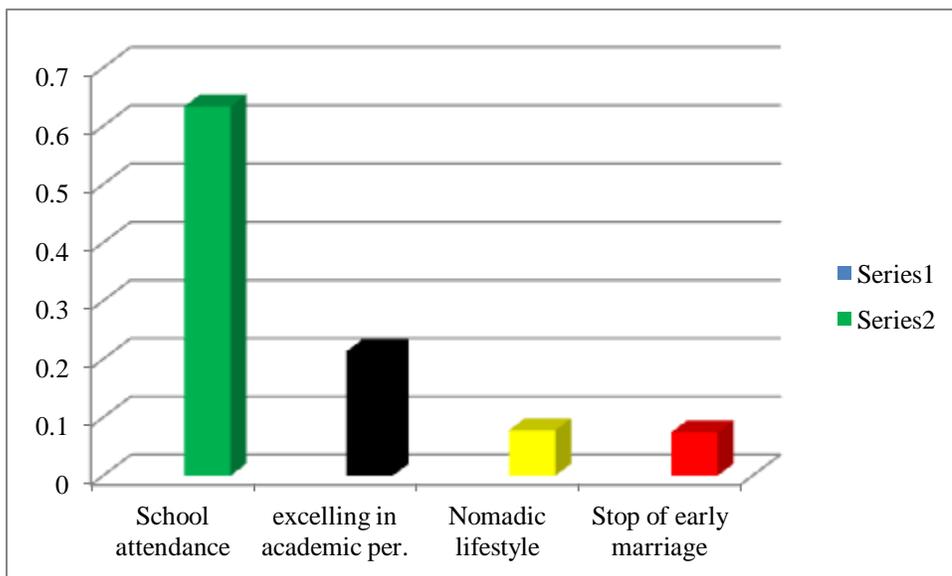


Figure 4.11: Guidance and counseling of teachers

N=1180

4.4.4 Attitudinal Change in Parents

Learners were asked to state how they view attitude of their parents in regards to education. The researcher felt it was necessary to investigate the attitudes of parents as it plays pivotal role in the education of any child. Parental attitude towards education of children may encourage, discourage or terminate learners schooling. The findings were; 576 (48.81%) said their parents were very happy with schooling of their children, 334 (28.31%) were happy, 100 (8.47%) were unhappy while 170 (14.41%) were unable to tell whether their parents are happy with their education or not (Figure 4.11).

The finding shows that 77.132% of the parents of the learner respondents are happy with schooling of their children in the schools of study. Despite a big percentage of parents being happy with education of their children, some parents are still tied up with the culture preference of livestock to education. The finding supports Rattlife (2010), who found that cultural factors like nomadic life affects school life, and overall performance. The attitudinal change of parents towards education may lead to improved performance in the final exams in the study schools. This means that most parents wish their children success at school were it not for strenuous circumstances and environment. Therefore, if they are empowered, they will contribute to high performance in KCPE of their children education.



Figure 4.12: Parents attitudinal change

N=1180

4.5 Strategies Adopted to Address Socio-Cultural Challenges to Education

The DEO identified the key stakeholders in the education sector to be teachers, learners, parents, ministry officials, politicians, churches, NGOs and community. The DEO also stated that his office has undertaken various measures to deal with problems facing the education in the community. Some of the measures include enrolment drive by NGOs and GoK, school feeding programmes, internal assessments, scholarships by NGOs like World Vision Kenya, churches, GoK, and boarding school.

Some of the suggestions put forth to improve the education sector include provision of mobile schools in the region. It is also found that the government should make free compulsory education a reality i.e. provisional administration to carry out enrolment crusades or drive in the area. The DEO also suggested that he is following up to help

more primary schools to become boarding. He also suggested increasing education accessibility in the area i.e. advocating for building of more primary schools to reduce distances for pupils. Girl child advocacy is also important to increase girl child performance and enrolment in schools. He also suggested holding chief's barazas frequently to sensitize parents on the importance of taking children to school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate socio-cultural factors affecting KCPE performance in public primary schools in Kangitit zone, Turkana County. This chapter comprises the summary of the study as obtained from the data analysis. Conclusions have also been drawn and recommendations made.

5.1 Summary of Research Findings

The study was conducted in seven Primary Schools in Turkana County, Kenya. The study was guided by the objectives of the study.

The study targeted administrators of the chosen schools, D.E.O, teachers and learners. A sample size of 1211 respondents were selected for the study. These included a DEO. 7 head teachers, 23 teachers and 1180 learners. The summary of the research findings are organized according to objectives of the study as follows:

5.1.1 Identification of Socio-Cultural Factors Affecting KCPE Performance in Public Primary Schools in Turkana East Sub-county, Kang'tit Zone

The findings of the study established various factors emanating from different socio-cultural related perspectives.

- i. Majority of learners said that they had siblings ranging from 1-7, a figure which in essence, is too big for these parents with merger resources to support comfortably in education.
- ii. The overwhelming number of learner respondents showed that many learners do not consistently and regularly attend school. In such a situation, it is not possible to excel in KCPE examination at the end of primary education.
- iii. Truancy is a real impediment to KCPE examination performance as many parents leave their children to decide on their own on what is best for them. Since the children lack the ability to foresee future, many opt to stay away from school system.
- iv. Majority of learners feed on one meal per a day which is insufficient to support learners to face challenges of education in the current education system. Feeding pattern is an issue in the chosen study schools in Turkana East Sub-County. According to the findings of the study, it is one of the many other factors which contribute to poor performance in KCPE examination results in Turkana East Sub-County.

The findings revealed that a number of socio-cultural factors contribute to poor performance in KCPE examination results in Turkana East Sub-County in Turkana

County Adjustments on these factors may immensely promote educational standards hence improving performance in KCPE examination results at the end of primary education. It is the duty of all stakeholders to liaise and cooperate in unison for the benefit of the learners and the entire community around them. So many cultural practices are already overtaken by events and therefore should be stopped and complete overhaul done to them. Policies regarding Free Primary Education may be put in place for the protection of the education system to circumvent poor performance of candidates in the final exams.

5.1.2 Strategies adoptable by Teachers and Other Education Stakeholders to Improve Performance of KCPE in Turkana East Sub-County, Kangitit Zone

Most of the learner participants in the chosen schools showed that there can be a great change in educational standard of the learners if strategies established are actualized.

- i. The County to encourage comparison of completion rate of candidates, in terms of sexes enrolling in schools, competes in class work, register as candidates and sit for KCPE examination for splendid performance at the end of primary schooling. This may discourage school drop-out of any kind for either sex.
- ii. Overwhelming percentage of poor mean scored learners seems to have come from day primary schools. This necessitates boarding facilities to take effect in these schools to eradicate calamities which are associated with such socio-cultural factors found in the communities in Turkana East sub-County. Boarding schools make candidates composed and tend to forget some of cultural practices which lure learners to succumb to such demands of the culture. Learners may share ideas

of the concepts taught amongst themselves with ease without others missing meals, coming from far places reaching schools late and exhausted, spending time looking after the animals and many other short comings which results into poor performance. It may be a proof of good time together for learning to go heights to improve academic performance of KCPE in the chosen schools.

- iii. Majority of candidates in the chosen schools were male learners. The study reveals that gender comparison of candidates regularly may boost enrollment of girls hence a shaming forceful early marriage of girls by their parents to obey culture. Most of these strategies established if implemented in schools may curb malpractices of socio-cultural challenges. The ministry majorly tackled aspects of management, pupil-teacher ratio and general infrastructural challenges. This means that socio-cultural challenges continue to hamper educational achievement in the Sub-County of Turkana East.

5.1.3 Methods Teachers and Other Stakeholders May Use to Improve Performance of KCPE in Turkana East Sub-County, Kangitit Zone

- i. Majority of respondents both teachers and learners confirmed that there was no consistent periodic assessment in study schools in Turkana East Sub-County to enable close monitoring of educational progress. It is a proof that no substantive performance could be realized if no remedy is initiated to update progress of individual learners' educational ability. The more assessment is done, the more adjustment is made according to child's ability to enable good performance to be

realized. Excellent performance creates stronger relationship between the learner, teacher, parents and other stakeholders' hence greater self-esteem, self-motivation and self- actualization.

- ii. Most parent respondents were concerned with their children's welfare, upkeep and progress. Guidance and counseling services is offered even though it should be enhanced to keep learners on educational track. All stakeholders to help in monitoring academic and health progress of learners in the study schools. It was equally noted that some parents still did not attend to their children's educational needs to boost their academic stability in schools.
- iii. Cooperation between learners, teachers and parents should be enhanced as a show of attitudinal change for improved performance of learners in KCPE examination

5.2 Conclusion

Based on the study findings, it is safe to conclude that:

- i. Kenya Certificate of Primary Education's performance is affected by so many socio-cultural practices of which if properly managed, the standard of education may rise to a reasonable height. The role played by all stakeholders in chosen schools should be geared towards eradicating some or all of these sociocultural practices to pave way for good performance in KCPE examination results for all sexes.

Parents should give equal chances for education to all children irrespective of sex and exercise birth control to have manageable and supportable number of children

per family. Teachers and parents need to adjust in upholding ties with one another for both educational and social growth in the school.

- ii. Teachers and other stakeholders should be comparing notes regularly to encourage enrolment of all sexes for KCPE exams. All day schools should be turned into boarding schools to alleviate cultural practices that influence the attitude of learners negatively towards education.
- iii. Periodic consistent assessment should be given priority in the chosen schools to establish areas of weaknesses that ought to be adjusted in good time. Guidance and counseling should be enhanced to highlight and contain some or all of these cultural practices which interfere with the standards of education in Turkana East Sub-County. All stakeholders should establish cooperation in the study schools to promote understanding amongst themselves and the learners to enhance educational standards which gives room to passing KCPE examination.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Parents to give birth to children that they may be at a position to support comfortably with both educational demands and social-cultural demands.
- ii. Public primary schools within the region to transformed into boarding schools to alleviate cultural menace which causes havoc to education system hence poor performance in KCPE examination.

- iii. All stakeholders to liaise with both local and international non-governmental organizations with the aim of implementing projects that support good performance in KCPE in Turkana East Sub-County.
- iv. The government, teachers, parents, the community, the school sponsors and NGOs should work together to ensure that uncivilized cultures are transformed into a more useful form to enhance educational standards that transforms the learners and community at large.
- v. The government should engage the non-governmental organizations, the faith based organizations, individual well-wishers and the community in mobilizing resources that promotes performance in KCPE examinations.

5.4 Suggestions for Further Research

The following suggestions were given as problems for further research:

- i. A similar study should be carried out in other Sub-Counties to establish the existence of such sociocultural problems which interfere with performance in KCPE examination results.
- ii. A similar study should also be carried out in other semi-arid County schools to find out if such cultures exist and if there is, whether it causes similar problems to learners and the community at large.
- iii. A study should be carried out to establish why socio-cultural problems are still causing havoc to a number of parents in arid and semi arid areas and Counties.

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APPENDICES

APPENDIX I: DEO's INTERVIEW GUIDE ON SOCIO-CULTURAL FACTORS AFFECTING KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KANGITIT ZONE, TURKANA COUNTY, KENYA

I Ekuwam Kowot Gabriel, a post graduate student of Kenyatta University am undertaking a study on socio-cultural factors affecting KCPE performance in public primary schools in Kang'itit Zone, Turkana County, Kenya. You have been identified in your position as a stakeholder in education as a respondent to this study and your active participation and contribution will contribute to actual success of the whole exercise. Also, note that any information you provide will only be used purposely for this study and its confidentiality will be guaranteed. Please feel most welcome.

SECTION A: BACKGROUND INFORMATION

1. Name of the sub-county _____
2. Number of public schools in the county _____
3. Number of KCPE schools in the sub-county? _____
4. What is the total enrolment in public primary schools in the sub- county?
Boys [] Girls [] Total []

SECTION B: KCPE PERFORMANCE

1. What is the sub-county mean score for the years in question?
2014 _____
2013 _____
2012 _____
2010 _____

2. According to your opinion, how can you rate this performance?

Very good [] Good [] satisfactory []

Below average [] Poor []

3. Identify reasons for this performance based on these sub-headings

a) Social

i.

ii.

iii.

b) Cultural

i.

ii.

iii.

c) What has your office done so far to deal with the problem in the sub-county?

d) Who are the other stakeholders in education in the sub-county?

e) What do you think should be done to improve KCPE results in the sub county?

SECTION C: *Please summarize your opinion by ticking (√) once per characteristic in only one column*

Socio-cultural factors affecting KCPE performance	Strongly agree	Agree	Disagree
Family socio-economic status			
No. of meals per day			
Parent's level of education			
Nomadic lifestyle			
Cultural influence			
Domestic violence			
Household chores			
Early Marriages			
Parents attitudes towards education			

(Thank you Mr. DEO for your cooperation in attending this interview schedule)

**APPENDIX II: HEAD TEACHERS QUESTIONNAIRE ON SOCIO-CULTURAL
FACTORS AFFECTING KCPE PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN KANG'ITIT ZONE, TURKANA COUNTY, KENYA**

I Ekuwam Kowot Gabriel, a post graduate student of Kenyatta University am undertaking a study on socio-cultural factors affecting KCPE performance in public primary schools in Kang'itit Zone, Turkana County, Kenya. You have been identified in your position as a stakeholder in education as a respondent to this study and your active participation and contribution will contribute to actual success of the whole exercise. Also, note that any information you provide will only be used purposely for this study and its confidentiality will be guaranteed. Please feel most welcome.

SECTION A: BACKGROUND INFORMATION

1. School year of establishment _____
2. Teachers establishment (*give a number*)
Male [] Female [] Total []
3. School status (please tick one)
Boarding [] Day []
4. School category (tick only one)
Boys [] Girls [] mixed []
5. School enrolment (*give a number*)
Male [] Female [] Total []
6. Is the school
KCPE [] Non KCPE [] (please tick where appropriate)

SECTION B: INFORMATION ON KCPE PERFORMANCE

1. Please for each of the following years provide the number of candidates according to sex who sat for KCPE

Year	Boys	Girls	Total
2014			
2013			
2012			
2011			
2010			
Total			

2. For each of the years in question indicate the number of candidates who scored 250 marks and above

Year	Boys	Girls	Total
2014			
2013			
2012			
2011			
2010			
Total			

3. a) According to your suggestion name the social factors from the list provided that hinder KCPE performance in your school (parents level of education, role models, family economic status, number of meals per day, household chores, parental attitudes towards education),

i.

ii.

iii.

iv.

b) Suggestions on how to deal with social problems

4. a) Name cultural factors hindering the attainment of better KCPE performance in your school. You can choose from the list below. (Early marriages, cultural influence, nomadic lifestyle)

b) Suggest how you deal with these challenges

i

ii

SECTION C: *Please summarize your opinion by ticking (✓) once per characteristic in only one column*

Socio-cultural factors affecting KCPE performance	Strongly agree	Agree	Disagree
Family socio-economic status			
No. of meals per day			
Parent's level of education			
Nomadic lifestyle			
Cultural influence			
Domestic violence			
Household chores			
Early Marriages			
Parents attitudes towards education			

(Thank you for answering this questionnaire).

**APPENDIX III: TEACHERS' QUESTIONNAIRE ON SOCIO-CULTURAL
FACTORS AFFECTING KCPE PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN KANG'ITIT ZONE, TURKANA COUNTY, KENYA**

I Ekuwam Kowot Gabriel, a post graduate student of Kenyatta University am undertaking a study on socio-cultural factors affecting KCPE performance in public primary schools in Kang'itit Zone, Turkana County, Kenya. You have been identified in your position as a stakeholder in education as a respondent to this study and your active participation and contribution will contribute to actual success of the whole exercise. Also, note that any information you provide will only be used purposely for this study and its confidentiality will be guaranteed. Please feel most welcome.

SECTION A: BACKGROUND INFORMATION

In which level do you teach? (tick \surd where appropriate)

- a. Lower primary (class 1-3) []
- b. Mid-upper primary (class 4-5) []
- c. Upper primary (class 6-8) []

SECTION B: INFORMATION ON KCPE PERFORMANCE

1. Do you teach in standard Eight?

Yes [] No [] (Tick \surd one)

2. If yes, which subject?

English [] Math [] Kiswahili [] Science []
Social studies [] CRE []

3. What were the last years mean score for your subjects? _____

4. a) Which group of learners does well in subject?

Boys [] Girls []

b) Why? _____

5. Which issues affect the performance of your learners **most**?

Cultural []

Social []

6. How do you think these challenges can be dealt with?

a. Social

b. Cultural

7. Is there guidance and counseling teacher in your school?

Why? _____

SECTION C: Please summarize your opinion by ticking (√) once per characteristic in only one column

Socio-cultural factors affecting KCPE performance	Strongly agree	Agree	Disagree
Family socio-economic status			
No. of meals per day			
Parent's level of education			
Nomadic lifestyle			
Cultural influence			
Domestic violence			
Household chores			
Early marriages			
Parents attitudes towards education			

(Thank you for answering this questionnaire).

**APPENDIX IV: LEARNERS' QUESTIONNAIRE ON SOCIO-CULTURAL
FACTORS AFFECTING KCPE PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN KANG'ITIT ZONE, TURKANA COUNTY, KENYA**

I Ekuwam Kowot Gabriel, a post graduate student of Kenyatta University am undertaking a study on socio-cultural factors affecting KCPE performance in public primary schools in Kang'itit Zone, Turkana County, Kenya. You have been identified in your position as a stakeholder in education as a respondent to this study and your active participation and contribution will contribute to actual success of the whole exercise. Also, note that any information you provide will only be used purposely for this study and its confidentiality will be guaranteed. Please feel most welcome.

SECTION A: BACKGROUND INFORMATION

1. Sex of the pupils Male Female

2. Which class are you? _____

3. How many siblings do you have? a) 1-2 b) 3-4 c) 5-6 d) 7-8
e) 8 and above

4. How many of your siblings attend school? a) None b) less than half
c) Half d) all

5. What do you think is a reason why some of your siblings are not attending school?
a) Lack of role models b) poor economic backgrounds c) children own decisions d)
parent's decision

6. What are some challenges hindering education in the zone?

a) Lack of role models [] b) challenges in acquiring school needs []

c) Insecurity [] d) Unconcerned parents []

e) Poor family education background []

7. What is the distance of your home to school (KM)? _____

8. What is your father's occupation?

Employed [] Herder [] Businessman [] others(*specify*)_____

9. What is your mother's occupation?

Employed [] Housewife [] Businessman []

others (*specify*)_____

10. How many meals do you take in a day? (Please Tick) One [] Two [] Three []

11. Do your parents and teachers have guidance and counseling sessions with you regarding your performance in school?

SECTION B: INFORMATION ABOUT ACADEMIC PERFORMANCE

1. What Marks did you get last term?

100-200 [] 201-300 [] 301-400 []

401-500 []

- 2 Do your parents advise you to work hard in school?
 Yes No
- 3 Are your school needs provided by your parents i.e activity fee, text books, uniforms
 Yes No
- 4 How often do you miss classes?
 Often Rarely More often
- 5 What are the causes of your absenteeism? Personal
 School Family
- 6 Do you perform school assignments at home?
 Yes No if no why? _____
- 7 What language is generally spoken at home?
 Turkana Kiswahili English
- 8 Who pays for your education and general school needs? (*Tick*)
 Parents Relatives Church Sponsor
 Government (CDF/FPE/County funds)
- 9 Who is the head of your family?
 Father Mother Brothers other relatives
- 10 Is discipline in the home strict or children are allowed to do what they like?
 Strict Not Strict

11 What are your parents' attitudes towards your education?

Positive [] Negative []

12 Do your parents have an ambition for you?

Yes [] No []

13 Do your parents take an interest in what goes on in the school?

Yes [] No []

14 Do they belong to Board of Management?

Yes [] No []

15 What is your father's level of education?

University [] Secondary [] Primary [] None []

16 What is your mother's level of education?

University [] Secondary [] Primary [] None []

17 What is the nature of your house at home?

Permanent [] Semi-permanent [] Temporary []

18. What is the main source of water at home?

River [] Tap [] Water tank [] Spring []

19. What is the source of lighting at your home?

- a) Electricity [] b) solar [] c) lantern lamps [] d) tin lamps []
e) None []

20. Have your parents provided you with study materials at home (text books)?

Yes [] No []

21. Do you have some of your siblings in the following institutions?

Primary school [] secondary [] colleges [] university []

22. Which type of Secondary school are you hoping to join after doing KCPE?

National school [] County School [] District School []

Private school []

23 What would you like to become after completing school?

Doctor [] Teacher [] Nurse [] Driver []

Secretary [] Police [] Businessman [] Any other (*specify*)_____

SECTION C: *Please summarize your opinion by ticking (√) once per characteristic in only one column*

Socio-cultural factors affecting	Strongly agree	Agree	Disagree
Academic performance			
Family socio-economic status			
No. of meals per day			
Parent's level of education			
Nomadic lifestyle			
Cultural influence			
Domestic violence			
Household chores			
Early Marriages			
Parents attitudes towards education			

(Thank you for your co-operation in filling this questionnaire).

APPENDIX V: AUTHORIZATION LETTER



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E55/CE/26404/2011

DATE: 1st August, 2015

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION EKWAM KOWOT GABRIEL – REG.
NO.E55/CE/26404/2011**

I write to introduce **Mr. Ekuwam Kowot Gabriel** who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the **Department of Educational Management Policy and Curriculum Studies**.

Mr. Gabriel intends to conduct research for a M.Ed project proposal entitled, **“Socio-Cultural Factors Affecting K.C.P.E Performance in Public Primary Schools in Kangitit Zone, Turkana County, Kenya.”**

Any assistance given will be highly appreciated.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Lucy N. Mbaabu', written over a circular stamp.

**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

LNM/rwm

APPENDIX VI: RESEARCH PERMIT

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **6828**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. EKUWAM GABRIEL KOWOT
of KENYATTA UNIVERSITY, 254-30500
LODWAR, has been permitted to conduct
research in Turkana County

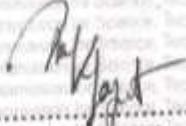
on the topic: SOCIO-CULTURAL
FACTORS AFFECTING KCPE
PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS IN KANGITIT ZONE, TURKANA
COUNTY, KENYA

for the period ending:
8th October, 2016


 Applicant's Signature

Permit No : NACOSTI/P/15/7141/7674
Date Of Issue : 12th October, 2015
Fee Received :Ksh 1,000




 for Director General
National Commission for Science, Technology & Innovation