

INFLUENCE OF TOURISM GENERATED SOCIO-ECONOMIC FACTORS ON PUPILS' ACADEMIC PERFORMANCE IN THE KENYA CERTIFICATE OF PRIMARY EDUCATION: A CASE OF NAROK WEST SUB COUNTY, KENYA

Morompi Ole Masago

Master of Education (Sociology of Education), Maasai Mara University, Kenya

Prof. Edward Tanui

School of Education, Maasai Mara University, Kenya

Dr. Joseph Misati Akuma

School of Arts, Maasai Mara University, Kenya

©2018

International Academic Journal of Social Sciences and Education (IAJSSE) | ISSN 2518-2412

Received: 25th July 2018

Accepted: 1st August 2018

Full Length Research

Available Online at: http://www.iajournals.org/articles/iajsse_v2_i1_47_64.pdf

Citation: Masago, M. O., Tanui, E. & Akuma, J. M. (2018). Influence of tourism generated socio-economic factors on pupils' academic performance in the Kenya Certificate of Primary Education: A case of Narok West sub county, Kenya. *International Academic Journal of Social Sciences and Education*, 2(1), 47-64

ABSTRACT

Tourism generated practices have been taking place across the world at all tourist's attraction points as it is a resource for economic and social benefits. Mass tourism is also associated with negative impacts. The purpose of this study was to find out the influence of tourism generated socio-economic factors on pupils' academic performance in Kenya Certificate of Primary Education (KCPE) in Narok West Sub County in regards to; To investigate how tourism economic activities affects pupils' academic performance, assess how tourism social activities affects pupils' academic performance, to investigate how tourism social interactions with the pupils' affects pupils' academic performance and to determine the effects of tourism influence on parents status on pupils' academic performance in KCPE in Narok West Sub County. The study utilized mixed research methods. The target population for this study was 24 public primary schools from Narok West Sub County. The subjects were 587 class eight pupils, 24 Board of Management (BOM) Chairpersons and the 24 Head teachers from all the 24 selected KCPE public primary schools in Narok West Sub County. Class eight pupils, Head teachers and BOM Chairpersons in

the selected schools were purposively chosen to obtain a total sample of 224 subjects. The study utilized questionnaires and interview schedule for teachers, pupils and parents to collect data. Mixed research methods were used to analyze data with the help of SPSS. The researcher realized that there was influence of tourism generated socio-economic factors on pupils' academic performance in Narok West Sub County therefore, the researcher recommends that the schools board of management (BOM) committees to address tourism generated socio-economic barriers to education by ensuring that pupils, teachers and parents are sensitized on the impact of tourism interaction on pupils' academic performance. Also, the schools BOMs should enhance guidance and counseling in their schools so as to address the tourism generated socio-economic challenges facing the pupils such as absenteeism from attending learning lessons as a result of child labor. This will increase pupils' participation in school thereby enhancing their academic performance.

Key Words: *tourism economic activities, social activities, social interactions, parents' economic, pupils' academic performance*

INTRODUCTION

Duignan (1986) observes that there are many factors which affect pupils' achievement directly or indirectly. Some of these factors are part of the intricate web of affect that operates within the school itself. These factors are: Leadership and decision making, school culture and climate, teacher behavior, pupil behavior, parental support and involvement, socio-economic background of the pupils and poor management of finances and school facilities.

According to Graetz (2005), children from low socio-economic families perform less at school compared to children from high socio-economic backgrounds. World Bank, (1993) report indicated that education is an important human right and a propeller for economic growth and human development. GoU (1997) report in its effort to elevate economic growth and human development instigated for Universal Primary Education (UPE) which was initially for four pupils per household but later opened to every pupil or interested adults in order to try to provide this essential service to her citizens.

Ellis (2008) indicates that prevalent issue that has been debated among the educational professionals is the correlation between the academic achievement and socio-economic status of school going children. The most pronounced argument is that the socio-economic status of pupils has a major influence on their academic performance. The academic performance in many public primary schools in counties with high number of low socio-economic school going children has been below average in most national examinations. When pupils are not sufficiently fed or provided better hygiene care, they cannot be expected to achieve effectively in their academics. Environmental disadvantages are also believed by educationalists to have a negative influence on the pupils' image and leads to lowering of their self-esteem. The lack of courage predicts on the success of a pupil in the academic environment.

Singh (2008) observed that tourism is one of the largest and dynamically developing sectors of external economic activities. Its high growth and development rates, considerable volumes of foreign currency inflows, infrastructure development, and introduction of new management and educational experience actively affect various sectors of economy, which positively contribute to the social and economic development of the country as a whole. He further indicated that most highly developed western countries, such as Austria, Italy, and Switzerland have accumulated a big deal of their social and economic welfare on profits from tourism.

According to Stynes (1997) recent statistics show that, tourism provides about 10% of the world's income and employs almost one tenth of the world's workforce. He observed that, all considered tourism's actual and potential economic impact is astounding as supported by many people emphasizing on the positive aspects of tourism while there are also a number of negative effect of tourism to local communities which are not always checked by the advocates of tourism. Finally, unless sufficient information is provided by the host nation and tourist providers on the standards of behavior expected in that area, local populations will come to resent tourists and act aggressively towards them.

Muchapondwa and Stage (2013) in their report indicated that, inherent aspect of tourism is the seeking of authenticity, the desire to experience a different cultural setting in its natural environment. They further warned that although cultural tourism provides opportunities for understanding and education, there are serious impacts that arise as a result of it and they asserted that, it is not only the volume of tourism at work that will cause such negative sides of tourism but also the types of social interactions that occur between tourists and the host

community. According to these scholars, three broad effects of tourism at the local level were the commodification of culture, the demonstration effect and the birth of a new culture.

In Africa education has been the traditional way of attaining self-sufficiency. As the gap between the skilled professionals and the working class continues to grow, the need for education is apparent. The 2013/2014 edition of EFA global monitoring report makes it explicit that there is a strong likelihood of not meeting the goal of universal primary education (UPE) by 2015 (UNESCO, 2013/14) and the 2015 edition of the report makes such confirmation in explicit terms that UPE is unmet for now. As for the case of Africa and specifically Sub-Saharan Africa, the report described it as lagging behind and 'since 2007 no progress has been made'. This therefore makes it not wrong to state that for UPE to be reached in the future much focus should be placed on Africa. As per the projection of the report, 68 out of 122 countries will achieve universal primary enrolment.

In Ghana, there has been significant improvement in achieving the second MDG target of universal access to primary education. In 2014/15, gross primary school enrolment was 96.8 per cent (Institute of Statistical, Social and Economic Research [ISSER] 2016). In addition, the government has put in place useful strategies to encourage enrolment, daily attendance and retention of pupils in basic schools across the country in an attempt to realize the objectives of the Free Compulsory Universal Basic Education (FCUBE) policy as well as the provision of Education for All (EFA) agenda. These strategies include the provision of school pupils with teaching and learning materials, school uniforms, the school feeding program and the introduction of the capitation grant per child enrolled. The government has also instituted best teacher awards and other teacher career development programs as motivation to teachers to ensure the delivery of quality of education to its children (Ministry of Education, Science and Sports [MOESS], 2016).

Ogunberu (2011) noted that tourism enhance the performance of school children as it generated income for the parents thus they could afford to support them in school. It was noted that the social tourism was an element for raising a social awareness, in the sense of creating awareness on local issues and needs thereby booming regional identity both nationally and globally. The attraction to natural and heritage values helped to generate revenue and provide opportunities to effect management in the sensitive and vital destinations of parents. From the economic point of view, economic tourism analyses provide tangible estimates of all economic interdependences and a comprehensible role and importance of tourism in the economy of a given region.

In Zimbabwe, a study by Kabote (2005) established that residents indicated (80%) of their school going children had lost interest in education because of tourism activities in the village. They argued that their children skipped school to go after tourists and expose themselves to tourism related activities. 13 of the male respondents and 40 of the other villagers, who participated in the study, said that school children no longer valued formal education and there were a number of school dropouts in the village. Residents were worried about the level of promiscuity of their children. Denying children pocket money as a deterrent measure against children promiscuity was no longer effective as children earned

money from tourism. However as most of them did not have the necessary skills to make enough money they ended up peddling drugs and themselves abusing drugs.

Tanzania and other East Africa countries consider primary school education as the main engine for their development. Since this education create a basis for poverty eradication and enable children to live to their full potentials. Quality primary education helps to cognitively and socially develop the children in a sustainable way in order to create a better future (Waters, 2006). The reasons for children poor attendance to school include: failure of families to support their children in one way or another such as payments of different school contributions. Moreover, for those who go to school their performance is not encouraging. This resulted in the majority of primary school pupils complete standard seven without being able to read and write properly. Despite the impressive number of pupils in primary schools, there is serious problem which is facing the quality of primary education which basically is intended to build a base and foundation of life skills for every child who accesses it (Wedgwood, 2005).

Indicators of educational performance show that Uganda has done remarkably well on education access-related targets since the introduction of Uganda Primary Education (UPE) in 1997. Whilst Uganda advances towards the goal of EFA, this initial success of high enrolment places greater emphasis on improving the quality of learning, (Aham et al., 2012). The quality of rural schools is exposed to more pressures and there are more barriers to be overcome to achieve a good quality of education. Many factors that underlie the educational inputs and outcomes that have previously been the main indicators of educational quality such as tourism and poverty levels of residents.

Tourism play a great role in primary education school performance in through poverty alleviation as parents are able to earn a living from tourism activities thus supporting their children in school. Shah (2010) noted poverty alleviation is of a major concern for many developing countries including Tanzania. Poverty can be alleviated mainly through achieving higher sectorial growth and ensuring that the poor have a share in that growth. There is evidence that tourism contributes a lot to the economic growth of even countries with poor economies through foreign exchange earnings, creation of employment opportunities and provision of public revenues thus enhancing student performance. With proper interventions, such economic benefits can play a crucial role in the process of poverty alleviation.

Primary Education is a major foundation for socio-economic and political development of a nation (UNESCO, 2005). Therefore, if the quality of education is undermined, the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development (World Bank 2002). The development of the skills and knowledge of the people of a nation through the education process constitutes one of the prerequisites of national development. From the human resource perspective, education is seen as the determinant of character and pace of social and economic development (Republic of Kenya, 1976).

UNESCO (2006) states that most of the pupils that go through primary education in developing countries fail to master the basic cognitive skills as shown by the poor performance in primary school examination. The results are unsatisfactory levels of socio-economic development due to inadequate and inappropriate human capital resource. This situation is worse in countries that give and use public examination as the basis of important decision making about the educational and vocational future of pupils. The main feature of an education system is academic performance.

According to a study done by UNICEF (2015) on the extent and effects of sex tourism and sexual exploitation of children on the Kenyan coast, 30% of all the 12 to 18 years old girls living in the coastal areas are involved in casual sex work. It is estimated that 10,000 to 15,000 girls living in these areas are being sexually exploited in tourism at irregular intervals or seasonal. A further 2000 to 3000 girls and boys are sexually exploited year-round by sex tourists. In this same area other estimates suggest that as many as 3000 girls between the ages of 12 and 14 years are lured into hotels and private villas to be sexually exploited. During the low tourism season, local demand sustains the sexual exploitation of children. The involvement of learners in these activities affects their performance in Kenya Certificate of Primary Education.

Narok West Sub County Education's report, observed that pupils' academic achievement in public primary schools has become a top priority for the Kenyan parents and government. The report consequently indicates that in neighboring educational divisions of Masai Mara Game Reserve an alarm has been raised by the Ministry of Education and the parents due to the poor academic performance in KCPE year in year after. According to the report, it further asserts that the marks a pupil scores in KCPE dictates the type of secondary school that pupil is likely to be enrolled into. Cultural differences may play a role in shaping the factors that affect pupils' academic performance, it is very important to examine the relevance of these factors to the Kenyan context; more specifically in Mara division in Narok West Sub County.

According to Ojoo (2005) the major economic influence of tourism among the Maasai is looking for new job opportunities. Most parents, school going children and teachers have decided to commercialize their traditional dances by performing in both school and tourist resorts by selling their Maasai beaded ornaments, music and dance and providing tour guiding services during the tourists' peak seasons in order to improve their livelihood. The participation of pupils in these cultural activities affects their learning as less time is allocated to school activities which affect their performance.

In Narok sub-counties such as: narok south, narok north, narok east and narok west, pupils' academic performance in the KCPE has been ascending but, unstable and unpredictable but more worse in Narok west sub-county which had been lagging behind others for the last 7 years (2010-2017) this therefore prompted the need to carry out this study.

STATEMENT OF THE PROBLEM

In the 8-4-4 system of education, the Kenya Certificate of Primary Education (KCPE) examination is taken at the end of the eighth year of primary education. Learners who perform well are perceived to have acquired high quality education essential for sustainable socio-economic development and poverty eradication as opposed to those who perform poorly (Abagi et al, 2013). The performance in the national examination is used as a criterion for certification and as a base for selecting pupils to join secondary schools and post-primary technical institution (Eshiwani, 2013). Despite the Government of the Republic of Kenya commitment to provide high quality primary school education, outstanding pupils' academic achievement remains a challenge in Narok West Sub County as there has been a downward trend in Kenya Certificate of Primary Education performance compared to other Sub Counties in the region. Tourism has had an effect on pupils school attendance rate as it significantly drops between the months of June, July, August, September, October and November of every year in Mara division. This period is of great concern in Mara as it is the KCPE preparation period and at the same time it is the tourists peak season when most parents, school going children and teachers socio-economically interact with tourists in commercializing their traditional drama, music and dances by performing in both schools and tourists' resorts, selling of Maasai beaded ornaments, rufungus and providing tent and tour guiding services to earn money and gifts. Statistics from the office of education in Narok West Sub County shows that 40 percent of the pupils are reported to be absent from school in Mara division and the dropout rate has significantly increased from 10 percent to 15 percent and this may influence pupils' academic achievement in KCPE because most of the learners tend to spend most of their learning time with tourists. Various studies have been conducted on performance of students; Mwetii (2013) studied socio-economic factors influencing student's academic performance in public secondary schools in Igembe South District, Kenya and established that parent involvement in child education, income of the parent and financial and material support given to students by their parents influenced student's academic performance. Ngaruiya (2013) focused on factors contributing to poor performance in primary schools in the Kenya Certificate of Primary Education (KCPE) in Gatundu Division, Gatundu District, Kiambu County, Kenya. It was established that the teachers' experience had a positive impact on performance in KCPE. However, the family size did not seem to have any impact on performance and the Socio-Economic Status (SES) influenced KCPE performance. None of the above studies has focused on the influence of tourism generated socio-economic factors on pupils' academic performance in KCPE thus the study intends to fill the gap by determining the influence of tourism generated socio-economic factors on pupils' academic performance in KCPE: a case of Narok West Sub County, Kenya.

GENERAL OBJECTIVE

The purpose of the study was to determine the influence of tourism generated socio-economic factors on pupils' academic performance in Kenya Certificate of Primary Education: A Case of Narok West Sub County, Kenya.

SPECIFIC OBJECTIVES

1. To investigate how tourism economic activities affects pupils' academic performance in KCPE in Narok West Sub County.
2. To assess how tourism social activities affects pupils' academic performance in KCPE in Narok West Sub County.
3. To investigate how tourism social interactions with the pupils affects pupils' academic performance in KCPE in Narok West Sub County.
4. To determine the effect of tourism influence on parents' economic status on pupils' academic performance in KCPE in Narok West Sub County.

LITERATURE REVIEW

Theoretical Framework

This research was based on both social interaction exchange theory which was introduced in 1958 by the sociologist George Homans with the publication of his work "Social Behavior as Exchange". Homans defined social exchange as the exchange of activity, tangible or intangible, more or less rewarding or costly and that which takes place between at least two persons (Emerson, 1976). He summarizes the system in three propositions: success, stimulus, and deprivation-satiation proposition. These are illustrated thus:

1. When peoples' actions are rewarded, people usually repeat the same actions as they expect to be re- rewarded.
2. When peoples' feelings, desires or lusts (stimuli) results to rewards, people tend to repeat the same stimuli for rewards.
3. When people repeatedly in the recent past received a particular valuable reward, it therefore means then, that any smaller or less valuable unit of that reward becomes valueless prompting them to look for more valuable ones.

This exchange theory is relevant to this study in the sense that, teachers, pupils and members of BOM tend to interact with tourists directly or indirectly, for money and gifts in exchange for tourists demands such as entertainment in the form of traditional music and dance, sell of traditional beaded ornaments, tour guiding services and other Maasai cultural activities.

Empirical Review

ILO (2009) studies show that many jobs in the tourism sector have working and employment conditions that leave much to be desired: long hours, unstable employment, low pay, little training and poor chances for qualification. The report further indicated that, recent developments in the travel and tourism trade (liberalization, competition, concentration, drop in travel fares, growth of subcontracting) and introduction of new technologies seem to reinforce the trend towards more precarious, flexible employment conditions. The report further asserts that, young children are recruited in many of such jobs, as they are cheap and

flexible employees. This study further argues that children academic performances are affected when they do not attend school lessons as required.

Hardy (2006) studies concluded that it is not the economic status of an individual that only determines his/her academic success but also pointed to other social cultural factors such as poverty, educational background, occupational and income level of parents and harmful cultural practices. Hardy further emphasized that, poverty has a strong association with low academic achievement of pupils. The high poverty level increases the number of chronic absenteeism, grade failure, and school disengagement. He asserts that the longer time children are embedded in poverty stricken conditions, the more detrimental their environments are for their academic progress.

Haveman (2007) report indicated that, Parents occupation is an important variable which highly determines the economic status of the School community. He further observed that the higher occupational levels of parents the, better economic condition and the easier by parents to support their children's education materially which will likely improve the academic achievements. Georgewill (2005) report revealed that, civil servants children perform better followed by children of business parents and children from the poorest families greatly performed poorly academically compared to their colleagues from the working and business classes. He therefore asserts that, there is a great correlation between parent's economic status and their children's academic performance. From the literature therefore, it is evident that much has not been done to investigate influence of tourism generated social economic factors on pupils' academic performance in Kenya certificate of primary education (KCPE) specifically in Narok West Sub County, thus prompting the need to carry out this study.

RESEARCH METHODOLOGY

Research Design

Mixed methods research is formally defined here as the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. The study utilized mixed methods research design. Creswell, (2009) argued that the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed methods study to provide insights not possible when only qualitative or quantitative data are collected. This study used both descriptive research and explanatory research design. According to Creswell (2009) descriptive survey design present facts about the nature and situation as it exists. Therefore, descriptive design was helpful in describing the current conditions and situations based on the impressions and perceptions of the respondents of the study. According to Gay and Airasian (2009) descriptive research design was also appropriate in order to get a clear picture of the current behaviors, attitudes, opinions and beliefs in the population. The design was preferred because it attempts to describe such things as possible behavior, attitudes, and values and reports them the way they are (Mugenda & Mugenda, 2003). The data are mostly quantitative and almost always

require the use of a statistical test to establish the validity of the relationships. The design was therefore appropriate for this study since the researcher gathered information without manipulation of variables. In explanatory research design you first, collect and analyze quantitative data, then identify specific quantitative results that need additional explanation and finally design qualitative study based on what you learn from quantitative results. Explanatory research design was used to explain why phenomena occur and to predict future occurrences (Creswell, 2009). The purpose of this design is to use qualitative approach to explain quantitative results (significant, non-significant, outliers or surprising results) or to guide to form groups based on quantitative results (Saunders, Lewis & Thornhill, 2012). Explanatory research was very advantageous in directing subsequent research approaches. A great understanding of the subject allowed the researcher to improve subsequent research questions and greatly increase the usefulness of a study's conclusions.

Target Population

The study selected only 24 KCPE public primary schools that were within the proximity of the Mara Game Reserve within a radius of not more than 50 kilometers because these schools were the most affected by tourism activities and therefore were most appropriate in providing the required data for the study. The 24 public primary schools have a total population of 587 Class eight pupils, 24 Head teachers and 24 BOM members; Chairpersons who were considered for the study. They were considered for they are parents' representatives in the schools and were therefore supposed to give the perspective of the parents in relation to the influence of tourism generated socio-economic factors on pupils' academic performance of the learners in KCPE. Class eight learners were considered because they have been in school for a longer period making them understand any influence that tourism have on their academic performance (Narok West Sub County Education Office, 2016).

Sampling Procedures and Sample Size

According to Gay and Airasian, (2009) a sample of 10% or more of the population was adequate for a survey research. Orodho, (2004) on the other hand indicated that in order to gain a deeper understanding of some phenomenon experienced by a group of people it was necessary to sample not less than 30% of the entire population . Also according to Mugenda & Mugenda (2012), a sample size of 10 to 30 percent is sufficiently enough to represent the population parameter. For the purpose of this study, stratified sampling was used to select respondents from the three groups that are Class eight pupils, BOM Chairpersons and the Head teachers. A mixed sampling method was used where all the 24 Head teachers and the BOM Chairpersons were considered for the study using purposive sampling while for the Class eight pupils, a sample equivalent to 30% of the total (587); that was 176 pupils were considered for the study. Simple random sampling was then used to select at least 7 pupils from each of the 24 selected KCPE public primary schools. The researcher used a ballot to select the 7 class eight pupils from each school.

Research Instruments

The study used teachers (Head teachers), parents (BOM Committee Chairpersons) and pupils' (class eight learners) questionnaires and interview schedules for teachers and parents to collect data.

Questionnaires for Teachers

White (2005) report states that, a questionnaire is an instrument with open or closed questions or statements to which a respondent must react. A questionnaire is a quantitative data collection tool and is normally distributed to a large number of respondents. Questionnaires were used to gather data from the Head teachers. A self-administered questionnaire was used for Head teachers due to their academic ability to understand the questionnaires. Questions had a list of possible alternatives from which respondents select answers. Matrix questions which share the same set of response categories which are common whenever likers type scales were used. This made it easier in analyzing data and in utilization of space. A few open-ended questions were used too. (See appendix ii).

Questionnaires for Pupils

White (2005) report states that, a questionnaire is an instrument with open or closed questions or statements to which a respondent must react. A questionnaire is a quantitative data collection tool and is normally distributed to a large number of respondents. Questionnaires were used to gather data from class eight pupils for they were expected to know how to read and write hence filling of them was easier. Self-administered questionnaires were used for pupils due to their large numbers. Questions had a list of possible alternatives from which respondents selected answers. Matrix questions which shared same set of responses categories which are common whenever liker's type scales are used made it easier in analyzing data and utilization of space. A few open-ended questions were used too (Appendix iii).

Questionnaires for Parents

Questionnaires were used to collect data from Parents Association members (BOM Committee Chairpersons). They were assisted by the researcher or researcher assistant infilling the questionnaires correctly by translating to them questions in their native language.

Data Collection Procedure

Before proceeding for data collection, the researcher obtained a research permit from the relevant authorities as required. The researcher physically visited the respondents and then administered the questionnaires personally. The purpose of the study and other relevant details were explained to the Head teachers and permission to have the Board of Management (BOM Committee Chairpersons) and class eight pupils participate in the study was sought. The researcher administered questionnaires and interview schedule to the teachers, parents and pupils to fill and were given enough time to do so. Afterwards, the

questionnaires were collected after completion on the same day. Additionally, caution was taken not to interfere with the normal teaching schedules. All the respondents were briefed about the study and its significance.

Data Analysis

After all the data was collected, the researcher conducted data cleaning which entailed identification of incomplete and inaccurate responses, which were corrected to improve their quality. The researcher employed descriptive statistics and integrate both the qualitative and quantitative techniques in the data analysis. The data collected was coded and entered in the computer for analysis using the latest version of the Statistical Package for Social Sciences (SPSS). These generated quantitative data while items from the open-ended questions from the questionnaires generated qualitative data. Qualitative data was analyzed qualitatively using content analysis of meanings as well as quotations from respondents. As observed by Gray (2004) report, qualitative data provides rich descriptions and explanations that demonstrate the sequential flow of events as well as often leading to unforeseen findings. Quantitative data was then presented using percentages, frequencies and tabulations. Findings were interpreted and conclusions made together with recommendations.

RESEARCH FINDINGS

This study investigated the effect of socio-economic factors on pupils' Academic performance in KCPE in Mara Division, Narok West Sub County, Kenya. The main findings have been presented according to the study objectives. This section presents the summary of the findings based on the study objectives. The objective of the study were to investigate how tourism economic activities, tourism social activities, tourism social interactions with the pupils and tourism influence on parents' economic status on pupils' affect academic performance in KCPE in Narok West Sub County.

Effect of tourism social interaction on pupils' academic performance in KCPE

Objective one was to determine the effect of tourism social interaction on pupil's academic performance in KCPE in public primary schools in Mara Division of Narok West Sub County. The aim of this objective was to clearly enhance the understanding of how tourism interaction and socio-economic factors influences pupils' academic performance in KCPE. It was established that tourism activities contribute to the poor performance of the learners in public primary schools. The results have also shown that academic performances among the social issues brought about by tourism activities such as indiscipline, substance abuse, pregnancy, perceived gender roles, family breakups and lack of interest in school. This implies that tourism activities have a negative effect on the performance of learners in public primary schools in Narok West Sub County. Therefore, according to the Head teachers, BOM Chairpersons and the pupils, the above factors were the main cause of poor academic performance in public primary school in Mara Division of Narok West Sub County.

It was also established from the Head teachers and the BOM Chairpersons that the social issues examined affected the community as a result of tourism interaction activities in the

area of study and examine the link between learners in their response on tourism generated socio-economic factors and their academic performance. From the results presented, it was noted that issues of pregnancy were the most common social issues affecting the community due to the tourism activities and hence they affected the academic performance of the learners to a great extent.

The respondents also noted that there was lack of interest to learn among the learners as a result of tourism activities that affected the social wellbeing of the community. The respondents also indicated that there were cases of family break ups and substance abuse among the learners. This clearly shows that both the Head teachers and the BOM Chairpersons did concur with the observations made by the learners that tourism social interactions do affect their academic performance in public primary schools in Mara area in Narok West Sub County. This therefore implies that besides the benefits of tourism in improving the livelihoods of the communities through employment, purchase of their artwork and other economic support benefits, tourism activities have many challenges that influence the social well-being of the community and hence it affects the academic performance of the learners who are unable to complete schooling or take school seriously because of the handouts they get from the tourists. This therefore shows that there is a very direct relationship between tourism social interaction and pupil's academic performance in KCPE.

Effect of tourism economic interaction on pupils' academic performance in KCPE

The researcher sought to establish how tourism influence the economic interaction between the economic benefits gained from tourism and the affects of the academic performance of pupil's in KCPE in public primary schools in Mara Division of Narok West Sub County. It was noted that most pupils follow tourist and engage in various activities for the purpose of getting money to support themselves and their families. It was established that majority of the respondents felt that tourism activities offer them with chase of being employed, it is a source of income, it helps to develop their skills which helps them get empowered and contribute to the economy. It was also established that most learners felt that tourism activities have opened up employment opportunities and business opportunities which attract the learners and to drop from school. This implies that tourism activities create a good environment for doing business however it has a negative effect on the social well-being of the community. Because of the many opportunities that the learners see in tourism and end up dropping from school, they became indiscipline and girls are becoming more affected by the high rate of pregnancy cases in the area.

The Head teacher's views on the tourism socio-economic interaction and the economic status of the society indicated that there is a clear consistency on the response of the learners, the Head teachers and BOM Chairpersons on the economic benefits of tourism to the community. The respondents indicated that besides tourism activities creating job opportunities, being a source of income, developing skills of the community members, the tourists also contributed a lot in sponsoring learners, construction of school infrastructure and providing school equipment these activities have a positive impact on the community

however the interaction of the tourists with the state of the community has retrogressive impact on the performance of the learners. With all these benefits the performance of learners in these schools continued to be worrying.

Effect of tourism interaction and parents' economic status on pupils' academic performance

The study sought to establish economic status of the parents because of the influence it has on the interaction between the tourism activities and the performance of the learners in school. The researcher assumed that in most families parents have a low social economic status will tend to engage in tourism related attractions including game rangers, beading, dances, herders and other related activities. This has a direct impact on the perception of their children who also end up not paying much attention to their academics and eventually follow the footsteps of their parents.

It was further noted that the occupation of most parents in this area are the herders with all the three categories rating it as the highest with Head teachers and BOM Chairpersons rating it highest. It was also established that among Head teachers and the BOM Chairpersons, the study established that tour guiding was considered by the Head teachers to be the second most economic activity done by most of the parents. The study also established that, most of the parents had a low economic status as only very few were in formal employment while majority were working in the tourism industry which explains the effect of their interaction with the learners' academic performance.

The study further noted that the pupils who participated in the study noted that their parents engaged in lowly paying jobs that made them incapable of supporting their education in terms of payment of other school levies which leads to absenteeism of pupils from school and this may ultimately lead to poor academic performance. The view that the parent's occupation affected pupils KCPE academic performance was shared by the Head teachers. Like the pupils, the Head teachers and BOM Chairpersons noted that some occupations cannot support education in terms of financing, while others deny parents' time to follow up the progress of their children in school.

Regarding pupils' academic performance, the study established that most pupils scored between 100 and 200 marks in test one of the joint evaluation test commonly known as mocks which are usually under taken at the beginning and at the end of every term, followed by those who scored between 201 and 300 marks, with very few pupils scoring between 401 to 500 marks. This indicated that most learners seemed to be very weak as they were scoring less than 250 of the total marks. This was also the trend in test two with a slight improvement where the results show that there is pupils' poor academic performance among the learners in Mara educational division of Narok West Sub County as a result of tourism interaction activities. The Head teachers and the BOM Chairpersons also agreed that pupils' academic performance trends were so worrying and they attributed it to the tourism related activities because compared to other areas without tourism activities while most public primary schools adjacent to the reserve experience the same poor academic performance among

majority of their learners who spend a lot of their teaching learning time in participating in tourism related activities.

Measures to improve pupils' academic performance in KCPE

The fourth objective sought to identify measures that can be put in place to improve pupil's academic performance in KCPE in public primary schools in Mara Division. The study revealed that most respondents agreed that involvement of all stakeholders in solving social-cultural and economic challenges in the community would be an effective strategy in improving pupils' performance in KCPE. The study further established that most of the respondents agreed that various strategies to promote pupils discipline may lead to improved academic performance in KCPE. The findings also show that majority of the respondents strongly felt that the community can be lobbied to shun social-cultural beliefs such as social bias against girls in education provision. The results indicates that since the effects of economic, social and cultural factors, in education are in complex interaction and plays their part in determining access to and success in education, both for boys and girls should be protected from discrimination.

There is an urgent need to reverse this trend of social biasness against girls in education provision because gender parity is one of the Millennium Development Goals (MDGs) that Kenya is a signatory to. Failure to do so would make the area lag behind in terms of socio-economic development since women are key players in economic advancement of any modern society. The results from the Head teachers' and the BOM Chairpersons indicated that lobbying in the government and NGOs to assist poor families so that they can educate their children can be done as a strategy to improve pupils' academic performance. Similar suggestion were obtained from most respondents who strongly agreed that the community can be lobbied to stop engaging pupils in home related economic activities such as looking after livestock and tourism related trade activities that may negatively affect their children academic performance.

Response from the pupils on the strategies that could be put in place to improve academic performance indicated that most pupils strongly agreed that the academic performance can be improved by involving all stakeholders in solving social-cultural and economic challenges in the community. Just as was established by the Head teachers, pupils also noted that promoting discipline among the learners is one of the best strategy to improve pupil's academic performance in KCPE. It is therefore noted that the results from pupils and Head teachers reveal that pupils' academic performance can be improved by lobbying with the government and NGOs to assist poor families so that they can be able to educate their children and also sensitize parents on the dangers of engaging their children in both home and tourism related activities that affect their academic performance.

CONCLUSIONS

Based on the study findings the study concludes that tourism generated socio-economic activities in the Mara educational Division of Narok West Sub County does affect academic

performance of learners in KCPE. The results have indicated that during the tourism peak season which tends to coincide with learners' academic calendar and which is a KCPE preparatory period, learners were found to be leaving their school teaching learning activities to socio-economically interact with tourists with a hope of earning a living to improve their parent's and that of their siblings livelihoods. The study also concludes that parent's economic status is a contributing factor to pupils' poor academic performance in this area as many people get involved in tourism related socio-economic interaction activities. Parents were also found to be stopping their children from attending schools' lessons in order to assist them in tourism related socio-economic activities for a living. It is also concluded that most public primary schools in Mara are found to be below average in KCPE compared to other public primary schools in other Sub Counties of Narok County which does not have tourism activities. This is a worrying trend as many learners are dropping out of school or have continued to perform poorly hence are not able to academically perform well as expected of them. This therefore shows that there is an academic challenge in the Mara Division of Narok West Sub County which seriously requires an immediate action to be taken.

RECOMMENDATIONS

It is recommended that parents, teachers and other stakeholders should be in the forefront to alleviate performance of their learners irrespective of the tourism activities. This is because it was noted that issues of pregnancy were the most common social issues affecting the community due to the tourism activities and hence they affected the academic performance of the learners to a great extent. There should be full participation of parents in the teaching learning process in schools so as to help improve the performance of the pupils.

There is need to have some of the resources generated from the tourism industry channeled back to the host communities to reduce the level of poverty. This will improve the parent's role in enhancing education among the learners. This is because many learners are forced to engage in tourism related businesses to better their family income. It is recommended that 40% of park collections should be channeled back to the community by Narok County Government to improve parents' economic status and thus enable them educate their children. The National and County Governments in conjunction with Kenya Tourism Association should create a legal Foundation to assist parents with revolving fund to economically empower them.

Introduction of boarding schools where pupil's performance can be effectively monitored is also an important consideration to be made by the stakeholders. This is because boarding schools will reduce interference from learning since most pupils skipped some classes so as to entertain the tourist and thus affected their KCPE performance. Also boarding schools would help reduce cases of early pregnancies since the girls can be well monitored in schools.

All stakeholders especially the parents, tourists, teachers and pupils should be educated on the importance of tourism in an aim to solving social-cultural and economic challenges in the

community resulting from tourism. Also, there should be tight laws implemented on the tourist who exploit the children in the community.

The Children ACT stipulates that every child is entitled to free and compulsory primary education the provision of which shall be the responsibility of the Government and the parents. Thus, there should be laws that regulates the welfare of children in the community and no school going children should be allowed to leave school and entertain the tourists at the expense of their education. The tourists should also be prohibited from getting into schools and manyattas.

The Children ACT stipulates that all children shall be protected from sexual exploitation, prostitution, inducement or coercion to engage in any sexual activity and exposure to pornographic materials. Thus, the parents and the local administration such as the chiefs should be on the look out of the tourists who happen to negatively engage the children in the above acts. The Narok County Government should come up with Child Friendly Model schools that will motivate learners to remain in school.

The teachers have a great role to play in improving the performance of the pupils, however some teachers neglect their duties and participate in other activities such as guiding and entertaining the tourists during the school hours. The National and County Administrators should punish teachers found participating in tourism related activities during school hours.

REFERENCES

- Creswell, J. (1994). *Qualitative Inquiry and Research Design. Choosing among Five Traditions*. Thousand Oaks, CA: Sage.
- Duignan, P. (1986). Research on effective schooling: Some implications for school improvement. *Journal of educational administration*, 24(1), 59-73.
- Ellis, R. (2008). No Child Left Behind. *The Daily Nightly*. October 18,2010,from<http://dailynightly.msnbc.msn.com/archive/2008/09/09/1369745.aspx>.
- Emerson, R. M. (1976). Social exchange theory. *Annual review of sociology*, 2(1), 335-362.
- Eshiwani, G. S. (2013). Why some schools do poorly. Factors influencing performance among primary and secondary schools in Western Province in Kenya. *Unpublished Phd Thesis*. Stanford University, California.
- Gay, L. R. (2011). *Educational Research Competencies for Analysis and Application*: New York: Ohio Macmillan Publisher.
- Government of Kenya, (2009). *Kenya Economic Survey*. Nairobi Kenya: Government Printer.
- Graetz, B. (2003). Socio-economic status in education research and policy. In John Ainley et al., *Socio-economic Status and School Education* DEET/ACER Canberra.
- Gray, M. (2004). *Geodiversity: valuing and conserving abiotic nature*. John Wiley & Sons.
- Hardy, L. (2006). Separate Our Pupils by Race and Income To Meet NCLB *American School Board Journal*, 193, 46-52.

- Jeynes, W. (2002). Examining the Effects of Parental Absence on the Academic Achievement of Adolescents: The Challenge of Controlling for Family Income. *Journal of Family and Economic Issues* 23(2).
- Kabote, S. J. (2009). Attitudes towards Affirmative Action Policies' Implementation in health Politics in Tanzania: A Case of Misungwi District, Mwanza Region. *Asian Journal of African Studies*, (26), 205-226.
- Muchapondwa, E., & Stage, J. (2013, May). The economic impacts of tourism in Botswana, Namibia and South Africa: Is poverty subsiding?. In *Natural Resources Forum* (Vol. 37, No. 2, pp. 80-89).
- Mugenda, O. & Mugenda, A. (2009). *Research methods. Quantitative & Qualitative Approaches*. Nairobi : Acts Press.
- Mweti, A. M. (2013). *Land service delivery and economic development: opportunities and challenges in the municipality of Otjiwarongo* (Doctoral dissertation).
- Ngaruiya, J. W. (2013). Factors contributing to poor performance in primary schools in the Kenya Certificate of Primary Education (KCPE) in Gatundu Division, Gatundu District, Kiambu County, Kenya. *Unpublished M. Ed. Thesis*. Kenyatta University, Nairobi, Kenya.
- Ogunberu, A. F. (2011). *Socio-Economic Impact of Tourism Development in Nigeria; Case study of tourist attractions along the coastline of Lagos* (Master's Thesis).
- Orodho, J. A. (2004). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi: Masola Publishers.
- Sanders, W. (2001). Controlling for pupils' background in value-added assessment of teachers. *Journal of Educational and Behavioral Statistics*, 29(1), 37-65.
- Stynes, D. J. (1997). *Economic impacts of tourism: a handbook for tourism professionals*. Urbana, IL: University of Illinois, Tourism Research Laboratory, 1-32.
- UNESCO, (2000). *EFA Global Monitoring Report 2009: Literacy for Life*. Paris: UNESCO.
- UNESCO, (2007). *EFA Global Monitoring Report 2006: Literacy for Life*. Paris: UNESCO.
- Wanjiru, N. (2007). *Factors Contributing to School Dropout in Mombasa District Kenya*. Unpublished M. Ed Thesis. Nairobi: University of Nairobi.
- Waters, J. L. (2006). Geographies of cultural capital: education, international migration and family strategies between Hong Kong and Canada. *Transactions of the Institute of British Geographers*, 31(2), 179-192.
- White, K. (1982). The Relation between Socio-Economic Status and Academic Achievement. *Psychological Bulletin*, 91, 461-481.