

EXAMINING THE IMPACT OF FISHING ON PRIMARY SCHOOLING.

CASE STUDY: DUNGA FISHING VILLAGE.

BY

MUGERA EDWIN MWANIKI

BPA/5142/41/DF

A DISSERTATION SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES, KAMPALA
INTERNATIONAL UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A DEGREE OF BACHELOR OF ARTS IN PUBLIC
ADMINISTRATION.

SUPERVISED BY: MR. ALITHUM BRUCE

DECLARATION

I hereby declare that this research paper is my original work and has not been presented for an award of a degree in Kampala International University or any other institution.

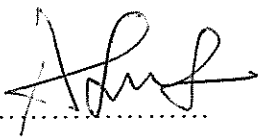
NAME : MUGERA EDWIN MWANIKI

SIGNATURE.....

DATE : 14TH JUNE 2007

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is original and worth for the award of a Bachelor of arts in Public Administration at Kampala International University.

Supervisor.....

Date.....14/06/07

MR. ALITHUM BRUCE

ACKNOWLEDGEMENT

My sincere gratitude goes to Kampala International University for giving me the opportunity to undertake this course.

I am also grateful to the members of staff of Faculty of Social Sciences especially my University supervisor, Mr Alithum Bruce, whose valuable knowledge and tireless guidance have facilitated the success of this paper.

My great debt is to the District Education office, Kisumu District and the residents of Dunga fishing village for their co-operation in giving me details on the research.

In preparation of this study, I had to constantly consult the work of various authors and I hereby pledge my indebtedness to them all.

Finally, I wish to record my gratitude to Rosemary Kerubo, my most intimate friend, and Mokora Dennis for their insistent support and encouragement in the preparation of this paper. To all that I have not mentioned, their contributions are recognized, thank you.

DEDICATION

This paper is dedicated to my dear parents, James M. Mugeru and Hellen N. Mugeru, my dear brother *Dickson* M. Mugeru and my loving sister Agnes K. Mugeru for their support, hardship and struggle of laying the foundation of my education.

TABLE OF CONTENTS

PRELIMINARIES	PAGE
Declaration.....	i
Acknowledgement.....	ii
Dedication.....	iii
List of tables.....	iv
List of abbreviations.....	v
Abstract.....	vi
CHAPTER ONE	
1.0 BACKGROUND TO THE STUDY.....	1
1.1 Introduction.....	1
1.2 Statement to the problem.....	3
1.3 Purpose of the study.....	3
1.4 Objectives.....	3
1.5 Research questions.....	3
1.6 Scope of the study.....	4
1.7 Significance of the study.....	4
CHAPTER TWO	
2.0 LITERATURE REVIEW.....	6
2.1A general overview.....	6
2.2 Factors which influence fishing.....	7
2.3 Designing relevant curricular for varied contexts.....	11
CHAPTER THREE	
METHODOLOGY.....	14
3.1 Research Design.....	14
3.2 Sample Size and Selection.....	14
3.3 Instruments and sources of data.....	15
3.4 Interviews.....	16
3.5 Interviews with Head teachers, Teachers and parents.....	16
3.6 Interview with pupils.....	16
3.7 Documentary analysis.....	16
3.8 Non-participant observation.....	17
3.9 Validity and Reliability of Instruments.....	17
3.10 Procedure for data collection.....	18

3.10.1 Gaining access.....18

3.10.2 Generating the data.....18

3.10.3 Data Analysis.....19

3.11 Ethical considerations.....19

3.12 anticipated limitations.....20

CHAPTER FOUR

4.0 Data Presentation.....22

4.1 Presentations, Analysis and Discussion of Findings.....22

CHAPTER FIVE

5.0 Summary, Conclusions and Recommendations.....33

5.1 Summary.....33

5.2 Conclusions.....34

5.3 Recommendations.....35

BIBLIOGRAPHY.....37

APPENDICES

Interview schedule for the headteachers.....39

Interview schedule for the pupils.....41

Interview schedule for the parents.....43

Budget.....46

ABSTRACT

The study was on the Impact of Fishing on primary schooling. It was a case study that was conducted in a fishing village and the schools around in Kisumu municipality. The variables under investigation were; the status of school in terms of enrollment attendance and retention, other factors affecting primary schooling and the possible curriculum reforms.

Relevant literature from several authors was reviewed and was also used in defining the main terms found in the paper.

The study targeted the school going –age children in the municipality. The main respondents to the study were the school going age children, who are involved in the fishing activity and whose information was collected by use of interview schedules. Self administered questionnaires were used to collect data from the head teachers, parents and the children. A total of 120 respondents were selected through proportionate sampling procedures. The researcher used 14 days to collect the data.

From the findings, the school going age children are affected by the activities that are carried out in the area hence do not attend school as required. Their response to school is poor despite the FPE grants.

There is need for curriculum system in the area to be reviewed. The children should be relieved some of the duties so as concentrate in the school work and improve their performance.

CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

Introduction

Education is seen as the backbone of development for any nation whether political, social or economic because it enhances people's capabilities in literacy, incomes, good health, political participation, people's liberties and general welfare.

Many developed countries of the world are so advanced due to a long tradition of formal education. These nations have over come many of their national problems such as poverty, ignorance and diseases as well as the social and political issues through a deliberate effect put on education.

This has been the case through out ages from the time of ancient Greeks, middle Ages and times of industrial revolution up to modern times. Indeed, education for all has been and continues to be a global goal .For example, at the April 2000World Education Forum in Dakar, Senegal, a broad coalition partnership was formed comprising of national governments, organizations such as UNESCO, UNICEF, UNDP, World Bank, civil society groups and associations to ensure education for all (EFA) or education for every citizen in every society (UNESCO 2000).

According to the coalition, all children especially girls, children in different circumstances and those from ethnic minorities should have access to and complete free and compulsory primary education of good quality by the year 2015(UNESCO 2002:29)

Kenya as a partner of EFA (education for all) launched Free Primary Education in the year 2003. This was a fulfillment of the national education policy review commission and the resultant government white paper on education. This resulted into an increase in primary school enrolment by 80 %(MoE 2005)

However, primary education, though unanimously considered virtually important, globally and in Kenya particularly, there are many people who do not value education; such people have deviated from education to other activities such as farming, pastoralism, trading/hawking and fishing. For example some communities or families value child labor because of the income that accrues from it for family survival than formal schooling. This affects regular attendance at school (UNESCO 1999:6-7)

In Mwanza province (Tanzania) and Bundibugyo (Uganda) on the shores of Lake Victoria, it was observed that there were persistent low enrolments in primary schools due to children's involvement in farming and fishing.

In Kenya, it has been observed in many places such as Otonglo, Osiri, Turkana and Usonga districts that children who participate in fishing do not concentrate hence end up dropping out of school (Ministry of Finance and Economic Development 2000)

From the above evidence, Dunga fishing village is not an exception .The fishing village is located on the Southern shores of Lake Victoria in Kisumu District in Nyanza Province,Kenya.

The fishing village is found in the western rift valley floor that has a semi desert type of climate with high temperatures between 28 and 35 degrees year round which supports little crop production and much of animal rearing and fishing.

The problems are even complicated by the ethnic composition of the area whereby the population has migratory tendencies of people from the other parts of the country in search for fishing and trade.(Kenya Population Secretariat 2002).The attitudes of these people is characterized by drinking alcohol,dancing,polygamy and are inclined towards material wealth rather than schooling.

It is because of the harsh climate, ethnic composition, attitudes and the presence of Lake Victoria that the majority of the population in Dunga fishing village is engaged in the fish based economy. Therefore the fishing village seems to undergo the same experience as those areas in many fishing regions of the world. Since fishing activity involves participation of

both adults and school going children; this may lead to detrimental effects on schooling in the area.

1.2 Statement of the Problem

The situation in Dunga as presented in the background is worrying. The figures on the number of school going children who have failed to respond to primary education is quite big; the enrolments also fluctuate in terms of attendance and drop out rates.

This indicates a bleak future in the fishing village and yet educational facilities would appear to be enough through the UPE grants.

The cause of this situation is not known whether it is exclusively a result of fishing or not; since no study has ever been undertaken to find out why school going age –children fail to respond to primary education in the area. Therefore, the knowledge of the extend to which fishing influences the poor response to schooling, as well as other causes is necessary and appears to be of extreme urgency in Dunga fishing village.

1.3 Purpose of the Study

The purpose of the study is first of all to investigate how fishing influences response to primary schooling in Dunga fishing village. The study is also intended to establish other factors that affect primary schooling in the area.

1.4.0 Main objective

The main objective of the study is to examine the impact fishing has on primary schooling.

1.4.1 Specific Objectives

- To study and analyze the status of primary schooling in terms of enrolment, attendance and retention in Dunga.
- To find out the factors affecting primary schooling in the area.

- To make suggestions on the possible alternative curriculum reforms suitable for fishing areas like Dunga.

1.5 Research Questions

Drawing from the preceding literature review it is now possible to state the question that will guide the research;

1. What is the status of boys and girls schooling in terms of enrollment attendance and retention in school
2. What are the factors, which influence primary schooling in Dunga
3. What suggestion can be made about improving the curriculum?

1.6 Scope of the Study

The study will be carried out in the three primary schools in Dunga fishing village, Kisumu District. That is; Nanga, Covenant and, Joel Omino primary schools .The study includes head teachers, teachers, pupils and the parents' community. This also includes an analysis of the state of pupil enrolment, attendance and retention together with gender perspectives involved and to establish which factors are responsible for the emerging situation.

1.7 Significance of the Study

The study will provide stakeholders with data to help them in planning and implementing curriculum reforms to improve response to primary schooling in Dunga fishing village.

It is also hoped that findings from the study will enable the Ministry of education and sports to be in a position to set up a viable alternative program to suit fishing areas in Kenya. The study will also enable policy makers and politicians to redress the factors that cause children's failure to respond to primary education.

The research will also anticipate to raise the need for community leadership in the area to formulate rules and regulations in limiting participation of primary school going pupils in fishing activities.

Finally it is hoped that the study will open an avenue for further research on the effect of fishing on primary schooling in Dunga fishing village and other similar environments in Ken

CHAPTER TWO

2.0 LITERATURE REVIEW

This section reviewed related literature on the status of primary schooling in terms of enrolment, attendance and retention at school. It also analyzed what previous research had to say about socio-economic factors such as fishing and other factors in general and how they influenced response to schooling in different contexts. The chapter further attempted to review what other educators have said about designing curricular relevant to various people's needs.

2.1 A brief Overview of the status of schooling in developing countries.

A study that was commissioned by UNESCO in 2002 investigated, among others, the correlation between pupil enrolment and attendance in school. The finding was that in a good number of countries, especially, in Africa and Asia, many pupils registered at the beginning of the year but did not subsequently attend school on a regular basis (UNESCO 2002:50)

In Uganda, a study conducted by McGee (2000:91-92), an attempt was made to analyze the UPE enrolments and the children's retention. It was established that, while many children had enrolled in school and their number had increased from 53.1% in 1990 to 94.2% in 1998, the completion rates were very low. The great majority of dropouts happened at the mid-cycle, when pupils were supposed to have mastered the basic literacy.

In yet a Kenyan study conducted by Professor George Saitoti, attempted to analyze the free primary performance, that is enrolments and retention. It was established that, since the launching of the free primary education in 2003, the enrolments were marvelous but two years down the line-2005, quite a good number of pupils drop out when they are supposed to have mastered the basic primary education. In a related study on free primary education, drop out in Kenya by the MoE (2005:24-25) cited that 40% of the pupils drop out before completing Standard Eight (P 8) despite education being free at that level.

Other researchers who have investigated the response of primary schooling have analyzed their findings according to gender. For Example, Marlaine et al (1991:147-150) noted that, when it came to daily attendance, girls were much less likely to attend school than boys.

Another study conducted in Kinshasa, Zaire (DRC)(Lututuala, Ngondo and Mukeni 1996:1)also concluded that “girls school frequency rates were lower than those of boys” because the girls were more vulnerable to factors such as early pregnancies and marriages.

In all the above quoted studies, however, the variations according to geographical or socio-economic status was not reported .it could be that in pre-dominantly fishing areas such as Dunga fishing village, the response to schooling is poorer than other areas.

2.2 Factors influencing Schooling

Several studies abound in literature have investigated the effect that various socio-economic activities have had on schooling.

Among them is fishing, for example, Ogot (1996:35-36) found that it was very difficult to retain children in school in Otonglo subcounty in Kisumu district .He noted“*The rate of drop-out is high among the youth of Otonglo.The youth who are involved in education are also involved in the fishing activities. They are involved in all sorts of labor provisions.*

In another study conducted by the Ministry of Finance, Planning and Economic Development in Kisumu District under the Kenya Poverty Alleviation Project Reforms, it was established that fishing had greatly affected schooling negatively. Dropout rates were very high and those who stayed in school hardly performed well because of the failure to concentrate due to fatigue of the all night long fishing.

A few other studies including Ouma and Tanui conducted around the fishing areas of Lake Victoria and Turkana respectively came up with similar findings. They strongly noted that fishing had drawn children’s attention away from education. It had created a negative attitude towards schooling and persistent poor performance.

However, contrary to the findings of Marline et al (1991:147-150) and (Lututala, Ngondo and Mukeni :1996) which concluded that girls dropped out of school more than boys, studies by Mutema, Ouma and Ogot found that fishing had more implications on boy child than girl child education. Boys mainly did fishing and drop out rates were higher among boys than girls in the fishing areas studied. Besides engaging in actual fishing, boys engaged in other chores such as cleaning of fish, fetching water using hand carts, boda boda riding and rifting fish baskets and this made them stay longer making money at the expense of schooling.

Other research studies have focused on other activities such as trade, pastoralism and farming. For example, Klotz, (1999) found that pastoralism had greatly affected children's chances of going to school in several parts of India. Children as old as 11 years old or younger were engaged in animal rearing and other pastoral activities almost fulltime. He gives an example of an eleven-year-old boy thus;

"Eleven year old Katar is a shepherd; His whole family works in order to survive. Katar wakes up at six O'clock and washes his face, feet and hands, then he takes the goats to graze in the fields and chases the birds away from the crops when he gets back, he has to collect the dung to dry it for fuel". When does he have time to go to school?

The life of Katar may be similar to that of children in Dunga who are deeply engaged in fishing related activities that may not be having time for school.

Similarly, Kantai (2001:1-2) points out that the traditional economic practice of pastoralism led to an estimated 70% of children in Loitokitok, Kajiado and Pokot districts in Kenya out of the free primary education by 2006. The Maasai and the Pokots did not see any benefit of formal schooling. In the same view, he also notes that many children in Kenya have dropped out of school because their parents force them to keep at home working in plantations and farms during school hours. Besides engagement in various economic activities, research has indicated that there are other factors, which affect the response to formal schooling. These also need to be identified and addressed, if formal schooling is to receive the response it so requires in developing countries. Such factors may be as, Poverty, Language and proximity to the school.

Studies showing the relationship between individual families' poverty and child schooling have been reported. As cited by Marlaine et al (1991:150) states that "Children of poor families are less apt to enroll in school and more apt to drop out than children of better off families".

This view has been supported by other studies such as UNESCO (2002), which also concluded that poverty was a major factor contributing to absenteeism and non-school attendance in formal schools. For example, UNESCO (2002:144-145)notes that; "Even where education is 'fee free' in some poverty stricken communities, the cost of sending a child to school is still higher compared to the labor provided by the child required for subsistence. This may be true in Dunga village where children's work in fishing related activities are viewed to be more important and of immediate greater value to the family economy than education.

Similarly, Kantai (2001:16) noted that, despite increased government funding of the primary education in Pokot District, the cost of education remains high. The parents still have the burden of buying exercise books and uniforms among others. This may also be true in Dunga village. Though primary education is free and the school-feeding program by the World Food Program is in operation, parents in Dunga are poor to meet the costs of uniforms, shoes books, transport and lighting expenses.

Other studies in Burundi and Afghanistan, Bosnia and Herzegovina, Somalia and Sierra-Leone, Sudan and Uganda have attributed poor schooling in these countries to war and civil conflicts. UNESCO (2002:158) states; "conflicts, insecurity and instability pose the greatest challenge to education, classes are sometimes held on open air in homes and in basements and sometimes in damaged buildings. This is in case of the refugees and internally displaced people" Kenya has suffered little or no wars but tribal clashes have a hand in poor schooling for the children.

In a related finding in Uganda, Ocwich (2003:1-2) estimated that half of children of school going age in Gulu district were out of UPE because of the LRA insurgency.

Other studies have focused on natural disasters such as floods, hurricanes or earth quakes as being disastrous to children's schooling UNESCO (2002:158) reported that; Millennium floods in Mozambique and hurricane Mitch destroyed schools in Honduras leaving over 250,000 children at primary and 30,000 children at secondary level without access to schooling, the Ministry of Education Central offices were damaged and the bulk of education archives were lost.

Besides poverty, insecurity and natural disasters, language has also been identified as one of the key determinants of positive response to schooling. According to Moe and Sports (2003:45). Language is the second highest ranking factor among the school related pedagogical factors accounting for school drop out. In a society like Dunga the medium of communication is dholuo, which is sometimes spoken in schools.

Swahili is the main medium of communication; more over a national language, used at school, is different from languages spoken at home. Even the teachers are not proficient enough in English either spoken or written. This may explain poor achievement of pupils and early drop out from school

Studies in the quantity and quality of teachers as a major factor affecting pupils' in school have also been reported especially in the developing world. UNESCO (2002:80) states the numbers and quality of teaching staff significantly affects pupils' achievement in terms of teaching. Methods, subject expertise, Motivation, attitude and general schooling. This may be true in Dunga village where the number and quality of teachers is likely to be poor due to the unfavorable living conditions that are not attractive to trained staff.

Marlaine et al (1991:146) has further noted that proximity of a school to primary age going children is also an important determinant of primary school enrolment. She observes that normally there is good response to schooling in urban areas because schools are readily available and accessible. The centrality is true of rural settings such as Dunga.

While fishing may seem to be the obvious factor that affects children's enrolment, attendance and retention in school in Dunga fishing village, there could be other factors that come into

play. These also need to be identified if meaningful intervention for improvement of education in the area is to be made.

2.3 Designing relevant curricular for varied contexts.

Educators inter-alia Nyerere (1967 pp 60-65) Angatia (1882:256-260) have expressed the need for education programs to be designed in such a way that they relate to the needs and problems of the pupils and their local community. The same view is supported by MOES (2003:51) which asserts that “Curriculum has to bear relevance to the day today living conditions of the target group.

Whereas the above is rational to proposing an alternative curriculum in Dunga. The opinions and suggestions for this curriculum innovation should come from the parents, teachers and students in order to have pro-found impact (Hertzog 1997:214). This view is also supported by Edges (1975:37) who recommends that; Major innovative changes in the school curriculum involve influence and informing the day public as to recommend approaches to be utilized in guiding each learner to achieve optimal growth”. These programs have provided basic education to children without disrupting their social-economic structures or to children who have failed to join formal school due to different factors.

EMARD (1995:1-5) reported in Ethiopia that non-formal basic education (NFE) program has improved rural children accessibility and school enrolment through the principle of community participation, flexibility adaptability relevance, local resource focus, learner centered approach, gender equity, linkage and integration with formal schools integrated development work, integrated and condensed curriculum sustainability and cost effectiveness.

Also Ssinabulya observed that the non-formal education (NFE) project as an alternative program has improved schooling in Mubende district in Uganda. He noted that the program has reduced the number of children not accessing basic education; it targeted children from

dis-advantaged areas like fishing communities, isolated areas with no formal schools, Orphans and working children.

Another alternative program reported by M.E.S is the complimentary opportunities for primary education (COPE)

It has enhanced children schooling in the districts with many social-economic activities by providing literacy, numeric and practical skills to children who had never attended or dropped out of school.

Lastly the basic education in urban poverty areas (BEUPA) has also improved schooling among the slum and streets kids of Nairobi and Kampala cities by imparting literacy; life and employment skills to children aged between 6-16 years.

If NFE, COPE and BEUPA programs were put in place as a response to poor schooling of children caused by social economic conditions in some parts of Kenya, Uganda and even Ethiopia; and indeed basic education was provided and schooling improved in these areas, then Dunga fishing village could have the same curriculum renewal where children schooling may be hampered by an irreverent curriculum in place which is in conflict with the fishing social-economic environment. This is the basis for suggesting an alternative curriculum in the area.

One of the major objectives of this study is to generate views from different stakeholders regarding what may be an alternative curriculum for their predominantly fishing areas.

The main intention of the research is to investigate whether fishing which is a predominant social economic activity in Dunga has any influence on poor primary schooling or it is a result of our factors like poverty, influence, proximity, parents attitude, lack of trenches, migrations, floods in adequate and poor classrooms or poor schooling is a result of an irreverent curriculum in place which requires renewal-Alternative curriculum. Fishing in this study means the act of catching processing transporting and selling and buying fish and the

entire environment. Influence on the other hand means the power of causing an effect in indirect or intangible ways either negatively or positively.

CHAPTER THREE

3.0 METHODOLOGY

3.1 RESEARCH DESIGN

This research sought to understand the influence of fishing on primary schooling. Due to its nature, it fitted suitably within qualitative research paradigm. Qualitative research design is an inquiry process of understanding an educational problem based on building a complex, holistic picture, formed with words, reporting detailed views of information and conducted in a natural setting (Creswell 1994-1-2)

Nothing or not so much had been written about the influence of fishing on education, particularly from this point of view of Dunga fishing area in Kenya. Therefore, the research sought to build a holistic picture of how fishing impacts on school activities (positively or negatively based on the view and opinions of selected key education stakeholders in Dunga.

Whereas there were multiple methodologies to be used in qualitative research including, case study narrative, historical ethnography to mention but a few, a case study methodology was preferred for this particular study case, it means that a single entity or phenomena 'the case' bonded by time and activity (a program, event, process, institution or social group) was fully explored and detailed data was explored, generated using a variety of data collection techniques (Creswell 1994: 12). In the same way, the purpose of this study or research was to study, understand and give a rich, real and detailed description of how fishing affected primary, schooling in the case study of Dunga.

3.2 Sample size and selection

The study was carried out in Dunga fishing village in Kisumu within the four primary schools around the shores of Lake Victoria in Kisumu District. The place was chosen because the researcher has ever been a resident in the area who identified a serious problem of poor responses to education in the part of the district that needed immediate investigation. Because of the nature of qualitative research, the informants were purposefully selected.

Purposive sampling involves the selection of samples based on a certain purpose in order to increase utility of findings (Enon 1995:14). It was the intention of this research to select key stakeholders in the area of study that are engaged in the activity and are well versed with education matters in the area so as to document true picture of the issue under study. These included head teachers, teachers selected parents and pupils.

All the head teachers and teachers of the primary school in Dunga were included in the study because it was a manageable number. There were four head teachers from each of four schools in the sub-county and twenty six teachers in all. The parent community was represented by the parents, Teachers, association (P.T.A) because parents are widely distributed and it would not be practically possible to trade and interview all of them. There were thirty six (36) members of the P.T.A in the four schools and thirty(30) of them were interviewed since they were more available and informed about what went on in schools through meetings than ordinary parents. Pupils were represented by the prefects and some selected few pupils. These were sixty (60) in number. The following table summaries all the anticipated representatives.

<u>Category</u>	<u>no</u>
Head teachers	4
Teachers	26
Parents	30
Pupils	<u>60</u>
Total	<u>120</u>

1.3 Instruments and sources of data

One of the key aspects of generating qualitative research data was triangulation. It means the use of different instruments to collect different kinds of data in a unique event of study to be cross-checked with one another (Mc Comic and James 1983: 190). In the same way multiple

data collection methods were used in this study in order to generate detailed data. These included interviews, observation and document analysis.

3.4 Interviews

These were semi-structured in the sense that they included a set of pre-specified opened question administered to all respondents in a given category. There were interviews held with head teachers, teachers, parents and pupils as elaborated in chapter four.

3.5 Interview with head teachers, teachers and parents

These interviews centered on the status of schooling and how fishing affected schooling in terms of enrollment, attendance, retention and which gender was mostly affected. Other factors that affected schooling in the area, together with their views on the possible alternative curriculum were also probed.

3.6 Interview with pupils

Interviews with pupils focused on their schooling and how it was affected by fishing (whether positively or negatively) and other factors that affected education in the area. Their perception of the curriculum in place, its relevance to their fishing commonly and their suggestion on the possible alternative curriculum was also sought.

3.7 Documentary Analysis

Document analysis involves reading materials about past and present records in order to get information pertaining the study. (McCormick and James 1983:235-236). In the context of current research, several documents were worth examining. These included those relevant to enrolment, attendance and retention (such as admission lists, attendance and PLE records. The purpose of this instrument was to capture readily available information on primary pupil enrolment, attendance and retention. What was not readily available was compiled in the interviews and observations.

3.8 Non-participant observation

This is where the researcher was passive and merely taking notes of what he was seeing in real action. Specifically, unstructured observation was used.

By this, the researcher means he recorded the behaviors of the actors without using pre-specified categories. The approach was looking at actions in a holistic way and it was progressively, focused on pupils' parents and teachers behavior or actions in order to get the first hand information about the schooling process in a naturally occurring context. Observation notes were gathered on the time pupils and teachers to went to school and fishing activity- which the school age-going children were engaged in, such as petty trade, catching, processing, preserving and lifting of fish containers at a specific time of the day- around ten o'clock. Also observed was school and classroom teaching or learning in order to asses the curriculum implementation process.

3.9 Variability and reliability of Instruments

Qualitative data were validated by the credibility, truthfulness, authenticity and trustworthiness. Trustworthiness in this study was ensured through application of data validation techniques such as triangulation of methods and extensive field notes. Triangulations was generally considered to be one of the best ways to enhance validity and reliability in qualitative research (McCormick and James 1983: 185, Silvermon1993: 156-150) As mentioned earlier triangulation was done in this study through, among others, cross checking and comparing data generated from the different categories of people.

Reliability is not so much a criterion for qualitative research because social reliability does not attain absolute ability to warrant replication. However, qualitative researchers try as much as they can to take some reliability measures. The measures that were taken in this research to ensure some reliability included among others using similar themes throughout the instrument of various categories of people to permit consistent comparison.

3.10 Procedure for data collection

3.10.1 Gaining access

First of all the proposal was approved and a letter of recommendation secured from the Dean of faculty of social Sciences, Kampala International University. The researcher used the Deans letter as the basis to request the District Education Officer (DEO) of Kisumu to grant permission to conduct research in his area. The DEO was further requested to write letters introducing me to the different head teachers of the primary schools in Dunga sub-county. Also, sought was permission from administrative leaders (chief) in order to gain access to the community.

3.10.2 Generating the data

To avoid disrupting classes, interviews were held during break and lunch time, after classes and over weekends as was the wish of the respondents. The interview was administered by the researcher himself to all the different categories of people.

Respondents were requested to allow tape-recording and the researcher was at the same time taking field notes as much as possible.

The purpose for this recording technique was to have an accurate record without memory distortion and to allow for verbatim quotations to be made in the analysis stage.

Furthermore the head teachers were requested to grant the researcher access to records that have to do with pupil's enrolment, attendance and retention and examination results.

As far as non-participant observation was concerned, there was selection of focus on repeated access to the recorded activity in order to avoid the problem of bias. For example if a given activity was observed on a particular day, (such as school-going children engaged in fish processing) the researcher came back, a few more days to observe if it was not a once off occurrence or an incident.

3.10.3 Data Analysis

The researcher reduced the data collected into categories or theme and then interpreted it. Putting the information into displays that were tabular in nature did this. The purpose of data tabulation was to show the relationship among categories of information, display categories by information, site, age, sex and many other possibilities that arose from the interview transcriptions, observations notes and documents. Codes were attached to these information categories. The codes formed the basis of the story to be told by the researcher.

The constant comparison method was used to interpret and analyse the data. According to pattern as cited in (Dye et al 2000:1) constant comparison means ‘cross-case analysis’ to group answers-----to common questions and analyzing different perspective on Central issues”. Also Glaser (1967-105) described the constant comparison method into the following four distinct styles;-

- Comparing incidents applicable to each category
- Integrating categories and their properties
- Delimiting the theory
- Writing the theory

Therefore, analysis of data followed these guidelines closely, For example there was cross-case analysis of the four interviews for the head teachers, teachers, parents and pupils by grouping answers to common questions asked in order to discover the relationship between the categories. The same method was employed on data collected from triangulation whereby data was compared across and with categories, responses of people and instruments in order to arrive at a sound explanation of occurrence. This was a continuous process through out data collection and analysis styles in order to allow new dimension and relationships (theory generation) to be discovered.

3.11 Ethical considerations

- The study was carried out with permission and full knowledge of the district education officer of Kisumu district and the sub chief of Dunga village.
- No respondents' name was mentioned in this research report.
- There was need for the researcher to use professional and ethical standards to plan, collect and process data. The researcher ensured that he was objective and used objective methods in data collection.
- The researcher made sure that any element of individual bias was subdued in favour of well accepted systematic and objective measures.
- The methodology chosen for the research was selected on the basis of the research objective and not for other reasons.
- The researcher ensured that he recognizes the boundaries of his competence in selection of the methodology and also made sure that he uses only those techniques for which he was qualified by education and training.
- Whenever in doubt, the researcher sought clarification from the research community, research colleagues and the immediate supervisor.
- The researcher also ensured that the data was interpreted according to general methodological standards and not inline with the researcher's fancy.
- The researcher ensured that the elements that were irrelevant to data interpretation were excluded from the report and that he reported what he found out in the study, properly explaining the methods used.

3.12 Anticipated Limitations of the study

- The researcher faced some limitations when collecting data due to some of the respondents demanding some payment for giving information. In this case, it became difficult to remunerate them.
- It was expensive to commute to and from the research area since the study also used the observation method that required the researcher to observe the activities in their naturally occurring context.

- The data collected did not reach the researchers expectations since some of the respondents were unwilling to give the data-or to fill in the questionnaires. Again some of those who filled them did not hand them in to the researcher.
- Some of the respondents who were interviewed declined to give full information that the researcher expected since they doubted him to be a government detective.

CHAPTER FOUR

4.0 DATA ANALYSIS

4.1 Presentation, Analysis, and discussion of Findings

This chapter gives presentation, analysis, interpretation and discussion of research findings on the topic 'impact of fishing on primary schooling in Dunga fishing village'

The presentation reflects the relationships between variables of interest and characteristics of respondents.

The researcher used quantitative methods of data analysis. From each presentation, the researcher subsequently gives the analysis, interprets and discusses the data presented based on the background to the topic.

Descriptive method was used to present the findings from the questionnaires and interview schedules.

The researcher had several items to help in the investigation of the problem, which had been presented in the interview schedule for the pupils. For supportive information, self administered questionnaires had been set for the head teachers and parents.

The tools for data collection were composed of several sections whose target was to get different information regarding the impact or effect fishing had on primary schooling.

4.1.1 Section A of the interview schedule for the pupils was used to get personal information of the school going age children as stakeholders in the fishing activity.

Table 1(a): Showing the Sex and Age of the respondents.

Characteristics			Male	Female
Sex	Males	34		
	Females	26		
Age	< 10		12	08
	10-18		22	18
Activity	Fishing		14	03
	Basket rifting		09	07
	Bodaboda		08	00
	Home chores		03	16

Source :Adapted from the field research

From table 1.The table indicates that both the males and females take part in the activity but the males have an upper hand. It is also evident that the majority of the people who dominate the activity are the school going age children whereby we have..... Children below ten (10) years of age and the most between ages ten and eighteen (10 and 18).the children do not only participate in the fishing itself but also do other related activities such as rifting the fishing baskets, washing and drying the fish. The girls are mostly occupied by the home chores which take much of their time which they could have spent learning.

In this scenario the boys engage more in the activity since most of the work they do is masculine in nature. This indicates that the boys are more affected than the girls.

Findings from section C which sought to find out the reasons for participation and frequency of school attendance, revealed that; it is the monies or the income that are got from this socio-economic activity that provide for the families' needs. The children are involved so much in the activity since they are young and energetic and constitute a greater population of the family.

The children fail to concentrate in school hence even fail to attend classes adequately because they spent a good time of the day nursing the hangover from a night long fishing activity. It is found that fishing is done at night because of the availability of insects that attract fishing to the fishing grounds. One of the respondents interviewed on the idea of fishing at night said:

"Fishing at night is the best time since we use the Tilley lambs to attract the insects which in turn attract the fish come to feed on them as we fish them out till morning"

However, this does not mean that they don't fish during the day. The school attendance of these children is also wanting and is a good reason for the poor performance. One of the respondents interviewed on the frequency of his attendance at school said;

"I used to go to school on Mondays, Wednesdays and Fridays".

Another respondent responded as ;-

"I used to go to school but had to stop or drop out to look for money. This business has money. It helps to provide for my family. "

This is a clear indication that the fishing activity has distracted the children's attendance and completion of the primary course, where they are supposed to master the basic education. Majority of the females who studied dropped out of school or were out of school to look after their homes when the parents have gone fishing and to the market as well as to perform other household chores when they are supposed to be at school, while the minority engaged in the fishing activities.

4.1.2 Section A of the interview schedule for the head teachers targeted the information on the enrolment, attendance and retention at school and items two; three and four were used for this purpose

Table 2(a) Showing the total population, enrolment, attendance and retention.

School	Total population	Enrolment (Per year)	Attendance (In percentage)	Retention (Complete K.C.P.E)
Joel Omino	1230	153	51	78
Covenant	1200	150	62	94
Nanga	1340	167	57	96

Source: adapted from the school records-Headteachers' office of the respective schools.

NB: Attendance is calculated in terms of frequency.

From table 2(a) the majority of the pupils enroll at the beginning of their primary education. This is because the parents want the pupils to get basic education. It is represented by the high enrolment rates. In the course of their primary education, the pupils attendance begin to deteriorate and this is due to the shift from concentration from class work to the socio-economic activity-fishing and other activities related to fishing-around the place.

It is also evident that ,from the table ,many pupils tend to drop out due to sheer lack of commitment to school work hence very few out of the many who enrolled do complete their course. For example, in every category of school, the number of pupils retained till the end of the course is lower than the number of pupils who enroll each year.

Findings from section B were displayed in table 2(b). The aim of the items in this section was to find out in depth issues such as; the performance of the schools in the sub-county, municipality and district as a whole, the factors that affect the performance and the teacher, pupil ratio.

Table 2(b) showing the position of the school in the sub-county, zone and the teacher-pupil ratio.

School	Position {in sub-county(out of 8)}	Position (In the zone-out of 32)	Teacher-pupil ratio
Joel Omino	7	22	1:68
Covenant	5	27	1:66
Nanga	3	28	1:51

Source: Adapted from the District Education Office records on the performance of the various schools

From table 2 (b).The schools tend to perform poorly in academics in the sub-county and in the district as a whole.

The poor performance is attributed to the poor concentration of the pupils. They divert the attention from school to fishing as well as other activities that generate income. In this case, the pupils cannot accord the attention required to the books hence leading to the poor performance. In learning environment-especially at this primary level or the tender age where the pupils number far outweighs the teachers number, it becomes hard for a teacher to monitor each and every pupil hence some pupils fall-off in the process.

This is due to the unproportional ratio between the pupils and the teachers whereby the later cannot handle the former.

4.1.3 Section A of the interview schedule for the parents, as caretakers to these children, targeted the personal information about the parents that were interviewed. Items two three and four were used for this purpose.

Table3 (a) showing the number of parents interviewed.

Gender	Range	Males	Females
Age	18-30	3	4
	31-39	6	5
	40-49	5	4
	50 and above	1	2
Total		30	

Source: Adapted from the field research-in an interview with the parents.

Findings from section B aimed at finding out the heads, or the number of households, providers, the number of children each household has and the value they attach on education. In this case, items two, three and four were used for this purpose

]

Table3(b) displays findings on the items.

Category	Females		Males	
	Frequency	Percentage	Frequency	Percentage
Socio-cultural factors				
Head of family				
Self	04	27	15	
Spouse	11	73	—	
Total	15	100	15	
Decision Making				
Self	04	27	10	67
Spouse	08	53	02	13
Others	03	20	03	20
Total	15	100	15	100

Source:Adapted fromfrom the field research in an interview with the parents.

From the table above (3b) most families are headed by men. This is seen from female answers where 73% said that their families are headed by their husbands. 27% responded that they headed their families. This could be due to the fact that women are placed under the leadership of men in the community.

Item two of the section B of the interview schedule for the parents aimed at establishing the decision makers in the family .Majority of the women (53%) acknowledged their husbands as being decision makers and providers of their families. Only (27%) said that they make decisions on their own and 20% said others decided for them. Among these mentioned assisting on the process of decision making include the fathers, brothers and the male members of the society. The reason for this could be the socialization process whereby the men are taken to be the providers of the families hence decide on what should take place around the family.

This has however had an impact on the school going age since it is at this age that their parents (male) want to mentor them into taking responsibilities of providing for the family. This is not done during their free time; instead it encroaches into the school hours hence diverting the pupil's attention.

The researcher also found out-from items three and four respectively-that majority of the households have more than five children.

The table 3(c) represents/shows the number of children and their school attendance.

Category	Range	Frequency	Percentage
Number of children	< 3	6	09
	3-5	8	12
	5-10	14	22
	10-18	37	57
		65	100
Total			
School Attendance			
		29	45
		36	55
Total		65	100

Source: Adapted from the field research.

NB: the number of children is not the real figure of the children in the sub-county, but the figures according to the adults interviewed.

It was found out that the majority of the parents had numbers of children between 10 and 18. This is due to the amount of labor that the children are likely to bring to the family whereby the girls do the home chores while the boys do the fishing and other related activities.

The majority of the pupils attend school, however the good numbers of them do not finish their course and the attendance is irregular.

A minority group does not go to school completely due to the value they attach to the activity. This is surprisingly done with the knowledge of the parents since most of the parents acknowledge the fact that the children go to school but do not complete and some acknowledge that their children do not attend school completely.

Section D sought to establish the level at which the parents around the fishing village had reached in education.

Table 3(d) Showing the level of education of the parents in the sub-county.

Level of Education	Female Frequency	Percentage	Male Frequency	Percentage
School Attendance				
Yes	06	40	12	80
No	09	60	03	20
Total	15	100	15	100
Level Attained				
Class 1-3	01	06	05	33
Class 4-8	04	27	07	47
Secondary	01	07	02	13
Tertiary	00	40	01	07
Total		100		100

Source: Adapted from the field research

Some questions had also been asked to find out the level at which the parents around the sub county had reached in education. The findings revealed that not all had a chance to attend

school and some had dropped out of school at various levels.40% of the women had attended different forms of education and to different levels whereas 60% had never joined school.

For the men, atleast 80%had attended school and 20% had never joined school, however, most of the men dropped out at the upper primary level and some good number at lower primary level. Very few stepped the secondary level and tertiary level.

This could have been due to the socio-cultural influences that are in favor of the boy-child education to that of the girl child. The girl child may also dropout of school in preparation of her role as a mother and wife.

Apparently, item one of the section D of the interview schedule for the parents revealed that some parents were ignorant to the extend of not knowing some of the schools around the municipality.50% of the parents interviewed knew the schools, 30% knew the schools that were only around-probably the schools around the fishing village-and 20 % were ignorant of the schools around their vicinity.

CHAPTER FIVE

5.1 Summary conclusions and recommendations

The study was to investigate the factors that contribute or affect primary schooling. it was a case study of Dunga fishing village in Kisumu municipality. The variables under study were; to analyze the status of primary schooling in terms of enrolment, attendance, and retention, to find out the factors affecting primary schooling in the area and suggestion of the possible alternative curriculum suitable for the place.

The study was carried out in Kisumu District. The area has a heterogeneous population whose main economic activity is fishing.

School going children-primary pupils-are faced with challenges in their quest to fetch basic knowledge. These challenges have come due to the socio-economic inherent in the community and the value they attach towards the activity, which place so much demand on their school time.

The main objective of the research therefore was to find out how fishing affects primary schooling in the area.

The study was important in identifying the impact fishing activities have on the education of primary pupils in terms of enrolment, attendance and retention. It will be useful to some groups, for instance; development workers, policy makers and non governmental organizations in taking initiatives to reduce the problem under study. Further study may also be done with the findings of this study being a guide.

Terms that are relevant to the study have been operationally defined to suit the study. Relevant literatures from several authors were reviewed to assist in the investigation of the variables under study.

The research targeted the school going age children in the village. Simple random sampling methods were used in choosing the people to be studied and the sample size of 15(fifteen) Females and 15(fifteen) males to be included in the study. The researcher used interview schedules, self administered questionnaires and observation methods to collect data from the pupils, head teachers and parents.

The researcher used fourteen (14) days to collect data from the respondents. The study was quantitative and the data was analyzed and presented on frequency distribution and percentage tables for easy understanding.

5.2 Conclusion

From the findings, the researcher deduces a number of issues. The most contributing factors of the low levels of education in the area are; Socio-economic activities, socio-cultural influence and the attitude of the residents towards education also contribute to-a lesser extend.

The socio-economic factors are strong in this case whereby the school going age children take part in the fishing activity which makes them divert the attention or concentration from books to the income generating activities. These activities that are related to fishing are such as; washing the fish, rifting the baskets and drying the fish.

Another socio-economic activity that affects the education of the youth and teenagers is the ‘bodaboda’riding. This makes them stay longer making money hence engage in all sorts of labor provisions. More to that, even those who stay in school do not concentrate hence poor performance and some don’t even complete their course.

The findings show that the socio-cultural factors affect the level of education in the area since; they tend to favor boy-child education than girl child education. The girl child drops out of school to do the home chores in preparation to get married. This affects the education of the child since it compels them to drop out of school in preparation of her role as a mother and wife.

On the otherhand,the boy child-who is favored by the socio-culture-stays in school but does not study since they engage in all sorts of labor provisions-to earn income for the survival of the family-at the expense of education.

Findings also show that the boys are mentored by their fathers, who are fishermen, hence have to learn the art at a tender age by first giving hands in the entire activity.

The findings on the attitude and the level of education of the parents showed that most of the parents have very little education hence cannot give education that much value.

Most of them have not attained education past secondary level. This is seen in the findings from item 1(a) and (b) of section D of the interview schedule for the parents.

5.3 Recommendations

The government of Kenya should review its policy on free primary education in the sense that: the primary education should be completely free so that the poor families which cannot afford to meet the cost of buying the school uniform and the stationery can take their children to school rather than keeping them home doing the work.

The policy should also be strengthened by the government by putting stern laws on the parents who do not take their children to school despite the UPE grants.

These measures will help strengthen the policy hence work out since the school going age children of Dunga fishing village will be able to attend school.

The government should-with the help of the local leaders and community based interventions-sensitize the residents inclusive of the parents and the children in the area (Dunga) on the importance of education. This will greatly help in changing the attitude and interest from engaging the children in the economic activities to academics.

The government should formulate and implement action plans towards eradication of poverty –together with millennium development goals to alleviate absolute poverty. This will reduce

the impact of fishing and economic activities on school going aged children who engage in them for the survival of the family.

The cultural practices – which favor boy child education at the expense of girl child, should be revised. More to this some cultures which compel the girl child to drop out of school to get married should also be revised so that the girl child should get equal education as the boy and be given enough time to study than being married of at a tender age.

BIBLIOGRAPHY:

Bishop, G (1995) Curriculum Development, a Textbook for student London Mc Milan.

Creswell, J.W (1994) Research design qualitative and quantitative approaches, London. Sage publications.

Enon J.C (1995) Educational Research, statistics and Measurement. Department Distance Education Makerere University.

Glaser B.G (1967). The discovery of grounded Theory strategies for qualitative Research London Weidenfeld and Nicolson.

Government of Kenya, National Development Plan 1989- 1993

Nairobi, Government Printers.

Hertzog NB (1997) The creation of a school and curriculum reform. In Journal for curriculum studies. Vol 29 No. 2 Illinois USA.

Hinzen H. and Hundsdorfer V.H, (1979), Education for Liberation and Development; the Tanzanian Experience, Hansburg, UNESCO.

Klotz .C (1999). India; the children Republic. Paris, UNESCO.

Lubanga, X.K (1999/2000).Policy implication of UPE in Uganda: opportunities and challenges. In A.Tiberondwa and C.S Masembe(Ed),The Uganda Educational Journal.

McCormick and James M.(1983),2nd ed.Curriculum Evaluation in Schools. London and New York: Rout ledge.

Ministry of Education Science and Technology,(2001),Education for All in Kenya, Nairobi ,Government printers

Obuya, A. F (2000).Fish-Based Economy and its effects on Schooling Among Children of Ugenya Sub-County Kisumu District.

UNESCO (2002). Education for all, Global Monitoring Report. Paris.UNESCO

Worthen, B.R. and Sanders,J.R.(1987) Educational Evaluation Alternatives Approaches and Practical Guidelines.London,Longman.

INTERVIEW SCHEDULE FOR THE HEAD TEACHERS

Instructions:

Please answer the following questions honestly

Tick where appropriate

SECTION A

- 1. Name of the school.....
- 2. What is the total population of the school?.....
- 3. What is the total number of the pupils enrolled in your school every year?.....
- 4. What is the attendance of the pupils? Regular ☐
- Irregular ☐
- 5. How many students complete their primary course?.....

SECTION B

- What is the position of the school in the zone?.....
- What is the position of the school in the municipality?.....
- What is the total number of teaching staff?.....

SECTION C

- 1. What is the ratio of boys to girls?

- 2 .what is the average number of pupils per class.....
- 3. What is the average academic performance of pupils in terms of boys to girls?.....
- 4. How do you monitor the attendance of the pupils?.....

SECTION D

- 1. Comment on the main factors contributing to poor academic performance of your school?.....
- 2. What other factors contribute to the poor performance?.....
- 3. What measures have you taken as a school head in order to improve the performance in your school?.....
- 4 In your own opinion what do you think should be done in order to improve the academic performance of your school and others that are also affected by the same problem?.....

INTERVIEW SCHEDULE FOR PUPILS

Instructions:

(a) Please answer the questions honestly.

(b) Tick where appropriate.

SECTION A

Name

Sex;

Male ☐

Female ☐

Age.....

SECTION B

1. Name of your school.....

2. In what class are you?.....

3. How many are you in your class?.....

SECTION C

1. How many times do you go to school in a week?

2. What are some of the reasons that make you not attend school?.....

.....

.....

3. What challenges do you encounter as a pupil?.....

4. What do you do during your free time?.....

5. How do you divide your time between school work and family chores?.....

.....

.....

.....

INTERVIEW SCHEDULE FOR THE PARENTS

Instructions:

- (a) Please answer the questions honestly
- (b) Tick where appropriate

SECTION A

1. Name.....

2 Age

3. Sex Male ☐

Female ☐

4. Marital status

Single ☐Married ☐

Divorced ☐

Widowed ☐

SECTION B

5. Who heads the family? Spouse ☐

Self ☐

6. Who provides for the family? ☐

Spouse

Self ☐

7.How many children do you have?.....

8. (a) Do they go to school? Yes ☐

No ☐

(b) (If yes) where do they school from?.....

SECTION C

9 What do you do for a living?
.....

10 How do you occupy your children during their free
time?.....
.....
.....

SECTION D

11.What are some of the schools
around?.....
.....

12(a) Have you attended school? ☐

Yes

No ☐

(b) If yes, how far?

Lower primary ☐

Upper primary ☐

Secondary ☐

☐

Tertiary

Adult class ☐

Budget

Name List	Quantity	Amount	Total estimate
Computer services		15000Ush	15000Ush
Stationery(pen, paper, rubber)		5000Ush	5000Ush
Travel allowance		30,000Ush	30,000Ush
Internet research		10000Ush	10000Ush
Personal expenses		10000Ush	10000Ush
Refreshment		10000Ush	10000Ush
Services(secretarial, photocopy ,binding)		15000Ush	15000Ush
Miscellaneous		10000Ush	10000Ush
TOTAL		105,000	105,000Ush

(ii)Time Frame/Time format

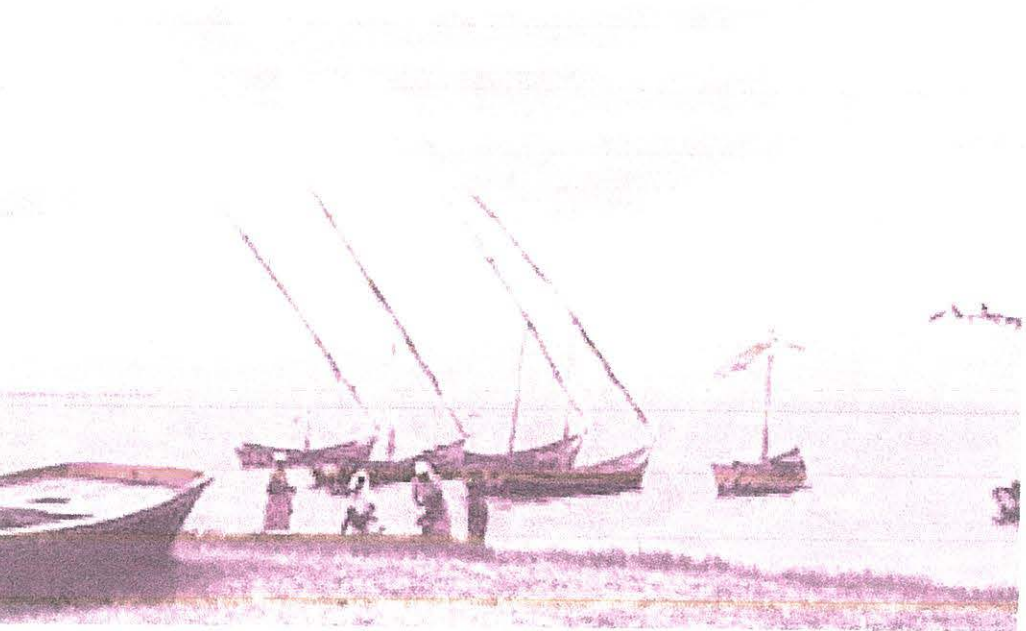
y	Date	8 to 20	21 to 30			
	Event	Proposal writing	marking			
ary	Date	1 to 5	6-15	16-20	21-23	24-28
	Event	Familiarization Tour	Developing questionnaire	Dispensing questionnaire	Developing interview questionnaires	Observation of the fishing activity
	1-10	11-20	21-27	28-30		
	Conducting interviews	Analyzing the data	Making recommendati			

	and receiving questionnaires		on and conclusion			
	1-28					
	Preparing research report					
	17-30					
	Handover report to KIU and management					

Children in a fishing activity; every day, children have to go fishing to provide labor that will increase profits for the subsistence of the family.



The fishing vessels that are used by the fishermen in Dunga.women also engage in fishing.



Fishing as an economic activity that attracts even the foreign market. The monies accrued from this activity influences the residents to concentrate in it hence absconding other activities-like education.

