

Influence of Home and School Environment on Kenya Certificate of Secondary Education Performance in Siakago Division Kenya

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1. INTRODUCTION

Through the years an attempt has been made to continuously review the Kenyan education system to ensure that it serves and satisfies the aspirations of the youth as well as cater for the interests of national development. The transition from one level of education to the next is characterized by competitive national examinations, which are sat at the end of each cycle of the educational system. The KCSE (Kenya Certificate of Secondary Education) examinations are done at the fourth form of secondary school education. (Mwiria, 1991). In the colonial era, examinations were part and parcel of the restrictive machinery used by the colonial authorities to deny Africans formal education. The examination known as the Common Entrance Examination (CEE) was administered at the end of the fourth year of primary school and the Kenya African Preliminary Examinations (KAPE), for those who wished to join secondary school. As eliminating devices, these examinations were very successful. Out of classes of thirty and more, it was not unusual to see only one or two students pass and qualify to proceed to the next level. The performance by African candidates in other examinations such as the secondary school examination was also fairly discouraging as many did not pass. (Mwiria, 1991)

Failure in examinations greatly slowed the growth of African secondary school education. Thus until 1940, there were only two secondary schools for Africans -the Alliance High School and St. John Kabaa, started in 1926 and 1930 respectively (Kivuitu and Chenge, 2004). By 1945 there were only four secondary schools for Africans. While it is difficult to argue against the contention that in the absence of other devices, which may be perceived by the public to be fairer than selection examinations, examinations are by far the most objective mechanism of selecting those who proceed to the next level of schooling or receive given societal rewards.

The grading for the KCSE examinations is on the 12-point grade A to E. See Table 1.1 on Grade Point Average. The highest scorer is awarded grade A while the lowest acquires grade E.

Table 1.1 Twelve Point Grade Average for KCSE Examinations

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	12	11	10	9	8	7	6	5	4	3	2	1

Source: The Kenya National Examinations Council Office (2005)

The performance in KCSE examinations in the majority of the districts in Kenya has not been very good save for a few schools in the Nairobi area and a number of others in some urban centres. Examples of schools that have repeatedly performed well include: Alliance Boys High School, Mang'u High School, Starehe Boys Centre, Precious Blood Riruta among others. Siakago Division schools have persistently performed poorly over the past few years as revealed below.

Table 1.2 Performance per Grade in Siakago Division (2000 - 2004).

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	Y	X	Total	Pass	%
Year	Entry																
2000	0	3	5	4	16	43	47	71	79	59	15	1	0	2	345	71	21
2001	0	0	6	6	27	41	51	73	69	58	41	0	1	0	373	80	21
2002	0	1	3	8	17	31	43	64	67	54	22	1	0	0	311	60	19
2003	1	0	4	8	20	31	60	74	71	59	16	0	1	3	348	64	18
2004	0	2	5	14	26	44	50	64	80	61	40	1	4	0	391	91	23
Total	1	6	23	40	106	190	251	346	366	291	134	3	6	5	1768	366	102

Source: Mbeere District Education Office (2005)

Key

Y - Examination Irregularities.

X - Enrolled but Failed to Sit Examinations

Pass- Total Number of Candidates Scoring C+ and above.

One of the aims of education is to help students acquire knowledge, skills and attitudes which will enable them to lead successful and productive lives. Examinations help assess to what extent these skills, knowledge and attitudes have been achieved. Other roles of examinations in Kenya today are as discussed earlier. The secret behind success in examinations is powerful school leaders fully supported by parents and administrators. (Hess, 1999). Schools perform well because of the environment created by the teachers, head teachers, students and the community. (Ezewu, 1996). After every four years of secondary education in Kenya, thousands of young people enter the labour market. What the students expect to do in future may have a lot to do with their academic performance. Table 1.2 (Passes per Grade in Siakago Division (2000-2004) clearly shows that the examination performance in the division has become a matter of concern.

As noted by Koech (1999), the goal of industrialization in the 21st century, calls for intensified and deliberate measures to increase access to education, reduce wastage and improve relevance and quality of education at all levels. Poor performance in KCSE would have adverse effects on the country's efforts to reduce poverty. Persistent poor performance at KCSE spells doom to the disadvantaged regions because it has intergenerational consequences. Those who perform poorly miss the opportunity for self-advancement and communal development, a situation that discourages the interested parties' support to education.

2. LITERATURE REVIEW

2.1 Theoretical Framework.

The study adopted Bloom's longitudinal theory which states that the environment is a determinant of the extent and kind of change taking place in a particular characteristic (Bloom, 1964). According to Bloom, environment promotes stability and change in human characteristics. The present study of educational environment of the home and the school will examine the concepts and postulates that are seen to lie behind the inquiry. In this study the candidate is assumed to interact with the environment, and in the process of interaction to adapt to the surroundings. Furthermore, the surroundings are also modified by this interplay between the individual and the environment. Bloom's Theory advocates that the behaviour of the individual may be attributed to factors that are internal to the person. These are traits, which are internal to the individual influencing the individual's responses to stimulation from the environment. Some of these traits arise from the genetic constitution of the individual. Bloom (1964) suggested that the factors influencing the growth of the individual become clearer if attention is paid to what is already known from the study of individual differences, and if the characteristics examined in the environment match the known traits of the individual.

2.2 Parents' Influence

Parents have a major role in influencing if not determining the educability of the pupils with whom the school has to deal. Such a view receives official endorsement by social scientists who have explored the social roots of differential achievement. Parents function through their role in influencing the child's motivation and interest into the school culture and in generally supplementing and giving support to the activities of teachers within the school. It follows from such a perspective that those committed to reforming education would be particularly interested in trying to bring about improved home-school cooperation. In so doing, hopefully, parents not presently contributing to their children's education can become more enlightened and thus better able to provide the kind of supportive environment their children need (Young 1994).

Parents should, however, not be studied alone but in relationship to other facets of the interactional nexus within the school itself. There are four main dimensions that are of great importance to the achievement in school by children. What are the key dimensions? First, the good parent must be 'knowledgeable' about the way the school operates, the kinds of methods that are needed and the pedagogical justifications for them (Musgrove 1978).

Second the successful parent is one who is interested in the child's education and is motivated for the child to succeed. The third element in the successful relationship is that the parent is capable of cueing into the teachers' system of relevancies. By this we mean that the parent is aware, through whatever means, of what, in the teachers' view constitutes the good parent. The fourth element in the successful relationship is that the parent should be able and willing to play the role of the good parent in a way, which is concordant with the teachers' definitions. What is being stressed here is that the parent should, if necessary through impression management, be able to 'convince' the teacher that he is a good parent. Academic performance has been overemphasized as the sole indicator of a successful learner. This is seen from the media hype every year when KCSE results are announced. Delight and distress abound not only among the candidates but also parents, relatives and friends. (Musgrove, 1978).

2.3 Students' Personal Characteristics

The personal characteristics of students, for example, responsibility, commitment, persistence, determination and intellectual potential are significantly influenced by family members. These characteristics in most cases contribute to the degree that learners pursue and complete educational goals. Though students' performance and study completion is usually associated with an individual student's own personal attributes, motivation and initiatives, one cannot ignore the influence that significant others have on students' decisions to pursue and complete their studies. (Kombo, 2005)

A child's self image, self-concept or expectations are critical for academic development because forecasts for the self, likely filter colour or even determine the child's experiences. If children think they will do poorly, they opt to hang back and avoid doing the very things that will help them learn. Low expectations are infectious. Persons who hold low expectations for themselves encourage others to hold low expectations also.

2.4 Peer Groups' Influence

Peer groups in schools and colleges strongly influence the academic motivation and career plans of their members. These peer groups are usually composed of people of similar social background. Especially in high school, the importance of college plans to individual students is closely linked to the aspirations of their friends. (Kombo, 2005)

In working-class peer groups, the norm may be to enter the work force at high school graduation or even before. Coleman, (1966) undertook a study on high school students' performance and found that the adolescent sub-culture was exerting pressure on the students' academic achievement. Students who are not hard-working will influence others in school and at the end influence their academic performance. This means that a student's success or failure will, to some extent, depend on the type of peer group he/she associates with in and out of school.

Esson (1972) asserted that the child is not only educated in schools. The school provides only moderate influence as compared to the kind of learning that goes on from early years within the family or the community, which the child lives.

2.5 Culture Mind-Set of the Society

Culture determines standards of behaviour. For a person to perform skillfully in society as is expected of an educated person, one must have been fully brought up and trained in that culture. Education is the process by which society through schools, colleges, universities and other institutions deliberately transmits its cultural heritage. Education is initiation into the culture of a particular society into which a child is born (Ezewu, 1983). Culture is the content of education and has a bearing on the school curriculum. Culture plays a major role in

education. Society must provide its members with tools of communication. Language, therefore, becomes crucial for socialization and education. Kenya schools teach English and Kiswahili as the major languages of communication. Society must provide its members with the tools for feeding themselves and improving their conditions of living. The material traits of culture in terms of disciplines such as agricultural sciences, vocational and technical courses are essential.

2.6 Role Models from Stakeholders

The types of sources that influence students to pursue and complete education vary in number and type. Among them are persons in and outside the educational arena who take a special interest in furthering the education of students. These include professional persons e.g., teachers, advisors, counselors, and mentors involved in this endeavour as part of their professional responsibilities or simply in terms of their own professional initiatives. Prominent people in the society such as doctors, lawyers and engineers motivate some students to struggle hard and be like them. (Hess, 1999)

2.7 Role and Quality of Teaching Staff

The teacher factor is an important in explaining the poor performance. Secondary school teacher training which combines teaching methodology and subject mastery. Under this system both the academic and methodology suffer from an overburdened programme. Furthermore, teacher promotion has not been based on performance, but on qualifications, which contribute to internal inefficiencies.

Training equips a teacher with the skills of imparting content to pupils more effectively. The more the professional training, the more the effective a teacher should be and the better the performance by pupils in examinations. (Eshiwani, 1988)

Sifuna (1986) found out that the distribution of qualified teachers in the primary system in Kenya was an important determining factor of the quality of education offered in schools. It was also found out that there was uneven distribution of qualified teachers between the main urban centres and the rural districts.

Research has indicated that the level of education of a teacher matters greatly in school performance in examinations. The intellectual ability of teachers should directly influence that of the pupils. A teacher who is intelligent should be able to have a good mastery of his or her subject matter and to pass this on to the students. The training of teachers has a bearing on pupils' performance in examinations. (Mworia, 1993)

Research shows that the single most important determinant of school effectiveness is teacher quality. However, research also shows that teachers' formal qualifications are not well correlated with their effectiveness in the classroom for two reasons:

- i. Teacher pre-service training in many countries is of low quality and imparts only traditional frontal teaching methods and
- ii. Classroom teachers enjoy a degree of isolation from sonority and performance feedback that leaves wide latitude for variations in behaviour and motivation. Revitalizing teachers' pre-service training is important in part to attract high calibre individuals into the profession, but it takes time for its impacts to be felt throughout the system. Many low income countries need to achieve an immediate improvement in teachers skills and motivation. (Hess, 1999)

3. RESEARCH METHODOLOGY

3.1 Research Design

Survey design was used to conduct this study. A survey design is used to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. (Mugenda and Mugenda, 2003). Survey design was adopted because the design involves collecting data in order to answer questions concerning the current status of subjects of the study. It was used to access attitudes, and opinions about events, individuals or procedure. (Gay, 1976). Surveys are also excellent vehicles for the measurement of characteristics of large populations. Descriptive research is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Descriptive methods are widely used to obtain data useful in evaluating present practices and in providing basis for decision. Survey design is suitable for this study as it involves problem statement, where the 'problem under investigation must have some impact on the population.' (Orodho, 2004). Singelton, et al (1988) observes that a descriptive research can use the cross-sectional design in which data on a cross-section of respondents chosen to represent the larger population are gathered at essentially one point in time where data are collected in as short time as is feasible. This study investigated the influence of home and school environment on performance in KCSE examinations. This information is about aspects of education that interest policy makers and educators. (Borg and Gall, 1989).

3.2 Target Population

In exploratory studies, two types of respondents are crucial, namely, informed specialists and consumers or users. (Luck and Ruben, 1992). Consequently, this study targeted the head teachers and the teachers to represent informed specialists. Students were targeted to represent users of the information and services. The target population was all public and private secondary schools in Siakago Division. The division has twelve secondary schools. Two of these secondary schools are privately managed. The twelve schools contain approximately 2002 students, 113 teachers and 12 head teachers.

3.3 Sample and Sampling Procedure

3.3.1 Secondary Schools in Siakago Division

According to Mugenda and Mugenda (2003), 50% of the populations can be included in the sample. Based on this information, sampling for secondary schools was as shown in Table 3.2.

The sample size was six schools. The target population was twelve schools.

Table 3.3 Sampling Procedure for Secondary Schools

Type of School	Target Population	Sampled Schools
Government Sponsored	10	5
Privately Sponsored	2	1
Total	12	6

Stratified sampling technique was used to select the sample from government schools of Siakago Division. Stratified sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample the same proportion that they exist in the population. It can also be used to select equal sized samples from each of a number of sub groups, if subgroup comparisons are desired. (Gay, 1976).

In this technique, the population was stratified into a number of non-overlapping sub-populations or strata and items were selected from each stratum. (Orodho, 2003). Stratified sampling was used in this case to stratify the two types of schools in the study. All government-sponsored schools within the target population were stratified into two groups. Schools with a student population exceeding 200 were classified as big schools whereas those with a student population of less than 200 were classified as small schools. Names of all the small schools from Siakago Division were written on identical pieces of paper, folded uniformly and placed in the same container. Two of the pieces of paper were randomly picked from the container to avoid bias. This represented 50% of the small schools in Siakago Division. This procedure was repeated for the big schools with the researcher randomly picking three pieces of paper. The total number of sampled schools from Siakago Division was three big schools and two small schools. Based on the sampling ratio, the one private school in the sample was selected by means of simple random sampling. A coin was tossed to determine the school. The total number of secondary schools in the sample was six. The six sampled schools had a population of approximately one thousand two hundred and thirty one students.

3.3.2 Head Teachers in Siakago Division

Purposive sampling to select this category of respondents was used. This was in consideration that each school in the division had one head teacher. Realizing that there were six sampled schools, only six head teachers comprised the sample. (See Table 3.4)

3.3.3 Teachers

According to Mugenda and Mugenda (2003) there are particular situations when large samples are required:

- When the accessible population is highly heterogeneous on the variables under study.
- When it is expected that many subjects in the study will not respond, will drop out and die as in the case of animals or plants.
- When the study requires the sample to be broken into sub-groups

Teachers in charge of various classes in schools within the sample population were used. Considering that the affairs of each class are managed by one teacher, purposive sampling was used to select the respondents in this category.

3.3.4 Students

According to Gay (1976) a sample size of 10% of the population is considered minimum in descriptive research. Based on this information, the use of systematic sampling was employed. Ten percent (10%) of the target student population was incorporated in the sample of population.

Table 3.3 Sampled Populations in Siakago Division

Targeted Groups	Total Population	Sampled
Head Teachers	12	6
Teachers	113	21
Students	2002	125
Total	2127	152

3.4 Research Instruments.

Two research instruments were used in the study.

3.4.1 Questionnaires

A questionnaire is a written list of questions, which are related to the topic. These questions are given to one or a number of people in the field who fill in the answers. The required information can be extracted from the answers given by the respondents. (Kibuuka and Karuga, 2003). Questionnaires have the ability to collect a large amount of information in a reasonably quick space of time and the questions can be very easily analyzed. Items in the questionnaire were structured (closed ended), which measured the objective responses and others were unstructured (open ended), which measured subjective responses and clarified objective responses to enhance formulation of useful recommendations to the study.

There were three categories of questionnaires:

- i) Questionnaire for Head Teachers
- ii) Questionnaire for Teachers
- iii) Questionnaire for Students

Each of the above named questionnaires was designed to collect information, which led to ascertaining the impact of home situations, peer pressure and school environments on performance in national examinations in Siakago Division. Questionnaires were used because they offer a considerable advantage in administration. They present an even stimulus potentially to a large number of people simultaneously and provide the investigator with an easy accumulation of data (Cohen, 1994).

3.4.2 Observation Schedule.

Observation is particularly important when the phenomenon being observed cannot communicate back verbally. The data obtained is reliable because it is first-hand information.

3.5 Pilot Study

A pilot study was carried out in one of the secondary schools in the target population but not included in the sample. The head teacher, 9 (50%) of the teachers and 45 (50%) of the students in Form Four were used. All research instruments were used. This pre-testing was carried out to help in the following ways:

- i) Modify the questionnaire and the observation schedule in terms of the format, clarity in communication, sufficiency in space to write the response and phrasing of questions.

- ii) Provide the researcher with basic administrative experience in conducting research before the actual study.
- iii) Test the validity and reliability of the research instruments.

3.6 Data Collection Techniques

The researcher obtained a research permit from the Ministry of Education, Republic of Kenya by and an introduction letter from the Department of Educational Administration, Planning, and Curriculum Development of Kenyatta University. All questionnaires were delivered by the researcher personally to the respective respondents. The sampled students were asked to fill the questionnaires in a room where the other students were not allowed entry. The students were asked to fill the questionnaires privately. The teachers were allowed to fill the questionnaires in the staffroom and were requested to be honest while the head teachers filled theirs in their offices. The researcher waited for the respondents to fill the questionnaires. The researcher assured the respondents that all information provided would be treated with confidentiality. The researcher observed the physical facilities in the schools within the division guided by the observation schedule. After collection of data a formal follow-up letter from the researcher was sent to the head teachers thanking all the respondents for their co-operation.

3.7 Data Analysis Plan

The purpose of the study was to establish the influence of home and school environment on students' KCSE examinations performance for the period 2000-2004. The researcher ensured that the questionnaires were counter-checked for adequate completion. Data were collected on variables such as parents' occupation, parents' commitment to students' learning, causes of absenteeism in schools, teachers' qualifications, teachers' work load, teachers' work experience, and students' discipline among others. Descriptive statistics such as percentages and frequency distribution were used to present the data on the basis of which conclusions were made and recommendations drawn.

4. FINDINGS

Discussions by Research Questions

The purpose of the study was to establish the influence of home and school environment on KCSE performance in Siakago Division using research questions.

Q1: What home factors influence KCSE performance in Siakago Division Secondary Schools?

From the home environment, it was found out that the parents assisted their children by providing them with ample time to do their homework. Most of the parents too provided their children with private tuition. However, parents failed to pay school fees on time and so their children were forced to be out of school to go and collect school fees. This resulted to a lot of wastage of school time. At the same time, parents failed to provide the necessary text books for the preparation of KCSE examinations and were not committed to providing quality education for their children. The growing of miraa was found as an inhibitor to academic excellence in most schools as it was usually abused by the students. On the other hand, parental occupation directly seemed to affect performance in examinations as parents who had lowly paying occupations were not able to pay school fees in good time resulting to time wastage by students as they went home to collect fees. It was also realized that there were no role models for the students in the neighbourhood for the students to emulate. Finally, the research found out that culture was detrimental to good performance in KCSE.

Q2: What are the school- based factors that influence performance in KCSE examinations in Siakago Division Secondary Schools?

From the school environment, it was realized that the division contained both day and boarding secondary schools. All schools had enough furniture, classrooms and their records were up to date. Nevertheless, all the secondary schools in the division lacked adequate supplies of textbooks; there were no functional libraries, workshops, and laboratories. The academic records, too, did not compare favourably to the national average. It was also realized that the schools lacked quality administration blocks and that most of the students lacked proper conduct (discipline). They mostly used `sheng` as their sole medium of communication. To make matters worse, it was discovered that only 33 students had joined the university through the JAB.

It was also found that the teachers in the division had reasonable academic and professional backgrounds; however, most of them lacked experience in the field. Teachers did not suffer from overloading and they were seen to like their job. They, too, provided their students with homework to do after school. This work was later collected and marked on time. Although majority of the teachers did not stay in school and teach the whole day, they prepared teaching and learning resources. The fact that most teachers did not remain in school and taught the whole day may be translated to mean that the teachers were not dedicated to their work. Dedication to duty is

assumed to be very crucial to good performance in examinations. This could also be seen as a failure on the head teachers' part to ensure that all teachers remained in school the stipulated time to ensure that they carried out their duties effectively. The quality of administration correlates with performance in examinations (Kathuri, 1986). This then may be seen as one of the factors that contribute to poor performance in examinations in Siakago Division. Teachers were neither given any incentives to boost their morale nor did they attend in-service courses. They were also rarely involved in making school decisions. Teachers felt that the pay they received at the end of the month was not commensurate to the efforts they put, that they were never promoted as expected and that the society did not take the teacher with high esteem. This might have had a negative impact on the teachers' attitude which could affect performance. These facts notwithstanding, the reason of teachers not liking their job may not be a strong reason why students did not perform well in KCSE examinations in Mbeere District.

Q3: To what extent do personal characteristics of candidates influence performance in KCSE in Siakago Division Secondary Schools?

The research found out that most of the students' friends attended secondary school and they performed well in examinations. Most of the students admitted to secondary schools in the division had passed fairly at KCPE and liked their schools and academic work. Their expectation at KCSE was very high but the day scholars covered long distances to and from school.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The Home Environment

The students' home environment affected the students' performance at KCSE in the following ways:

- School fees was not paid in good time, so the students were forced to go home occasionally to collect fees. This wasted students' time and eventually led to poor performance.
- Text books were not adequately provided. As a result, the students were not able to prepare adequately for the KCSE resulting to poor performance.
- Parents involved their children in picking and selling of miraa so that a lot of school time was wasted. Some students started to abuse the drug which resulted to indiscipline.
- There were few role models for the students to emulate so they were not highly motivated to work hard in school.

The School Environment

The school environment affected the students' performance at KCSE in the following ways:

- There was general indiscipline among the students as they communicated to each other using Sheng instead of English and Kiswahili.
- Teachers did not attend in-service courses regularly which meant that they did not keep abreast with the changes in the curriculum. This affected the student in that the teachers may present the wrong content to the learners which may lead to poor performance in examinations.

5.2 Conclusions

Based on this study a number of general conclusions on the influence of home and school environment on KCSE performance in Siakago Division have been made:

- There is a positive relationship between absenteeism caused by lack of school fees and academic performance. Absenteeism may be an early indicator of subsequent poor performance in KCSE. Similarly students who are persistently out of school may develop a low self-concept and finally perform very poorly in examinations. Community factors such as poor attitude towards education, growing of miraa and Female Genital Mutilation (FGM), lack of role models in society among others inhibit good performance in KCSE examinations.
- The study also found out that the parental occupation was influencing the students' performance in KCSE. The suggested results here are that students who performed poorly in KCSE examinations among other examinations also came from homes where parents had low occupations (peasants). This inhibited parents from paying school fees on time. The researcher's personal view is that unless fees was paid on time the KCSE examinations results would continue being poor.

- Many schools have great problems in as far as teaching and learning resources are concerned. These play a crucial role in enhancing performance at KCSE. Lack of these materials greatly affects performance in examinations. The implication here is that unless these facilities were supplied adequately, students would continue to perform poorly in KCSE examinations.
- In spite of the teachers' academic and professional qualifications, most of them lacked enough experience in the field. This affected examination results in that most of them were not well versed with the examination techniques that were used by examiners. Teachers were also disadvantaged in that they lacked adequate in-service programmes to ensure that they kept abreast with all the changes in the curriculum.
- Indiscipline among students, especially the use of wrong language in school, affects to a large extent their performance in KCSE. This is because all examinations are presented to the students either in English or Kiswahili.
- The long distances covered to and from school by some students negatively affected performance in KCSE.

5.3 Recommendations

In the light of the above findings, the researcher made the following recommendations that can help education stakeholders realize their objectives.

- a) The community should be sensitized concerning drug use and abuse. The counseling departments should hold drug related seminars. Furthermore, those socio-cultural practices that hinder effective learning should be discouraged in these forums.
- b) Local leaders and politicians should strongly campaign for education in Siakago Division. All parents should be made aware of the importance of education. This may help change their attitude towards education, revitalize their energies towards payment of fees and commit themselves more towards their children's education.
- c) In-service courses should be regularized for all teachers by the MoE and other stake holders in education. Those who participate should be given a certificate for the areas they have been learning as a way of encouraging them.. Moreover, further learning by teachers to upgrade their professional standards should be encouraged.
- d) Schools should be encouraged to initiate and diversify their in-come-generating activities to broaden and strengthen their financial base. These should include farming, hiring of school vehicles, sports facilities and halls for seminars and weddings.
- e) The government should address the emerging issues relating to the bursary fund allocation. The task should be given to schools as teachers know their needy and deserving students better. In addition, part of the CDF kitty should be used in construction of workshops, laboratories and equip libraries in schools that are lacking. Concerted efforts are required.
- f) Strict discipline should be inculcated in the pupils. This should be a collective responsibility of both parents and teachers.

5.4 Suggestions for Further Research

From the research findings and the subsequent recommendations made, suggestions have been given for further research.

- a) There is need for a study to be done to find out the specific effects of Miraa on education in Siakago Division.
- b) Research should be conducted to find out the effects of socio-cultural practices such as FGM on education in Siakago Division.

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