

Influence of student-related socio-economic factors on Kenya certificate of secondary education performance in public secondary schools: A case of Lamu West Sub -County, Lamu County, Kenya

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Abstract

Education is an important asset world over and is measured in terms of academic performance in national examinations like the Kenya Certificate Secondary Education. The purpose of this study was to establish the influence of student-related factors on academic performance in Lamu West Sub-County in Lamu County, which has persistently registered low academic performance. The student-related factors leading to this dismal performance in Lamu West Sub-County had not been adequately addressed. The study was guided by the following objectives; to identify the types of student-related factors that influence K.C.S.E. academic performance, and also establish the influence student-related factors on academic performance in Lamu West Sub-County. The study adopted a descriptive survey design. The target population comprised of teachers, and Board of Management parents. The sample size was 144 teachers and 48 Board of Management parents. The data was elicited by use of questionnaires and interview schedules. Descriptive statistics were used to analyse the quantitative data while qualitative data was analysed through content analysis. The findings were presented by use of frequency distribution tables. The results showed that student-related factors influenced Kenya Certificate of Secondary Education national examination in Lamu West Sub-County. Interviews from Board of Management parents also provided data to show how the student-related factors influenced Kenya Certificate of Secondary Education academic performance. Based on the findings, the study established that early pregnancies, gender stereotypes, poor student attitude as well as the frequent religious cultural practices influenced Kenya Certificate of Secondary Education academic performance in Lamu West Sub-County. Among the recommendations was that parents should take an active role in availing the necessary materials required at school as well as advising their children about the importance of education. The schools in the sub-County should also adopt a system of controlling absenteeism by ensuring that students attend all their lessons so as to succeed in their academic work.

Key words: Student-related factors, socio-economic factors, educational level, examinations, public secondary schools, gender stereotype, and academic performance.

Introduction

Education is a very important asset which all countries in the world emphasize for provision in order to have citizens who are holistic and self-reliant. It enables young people to acquire knowledge, realize their potentialities

and work towards their self- actualization. Countries have therefore made education especially elementary, compulsory and a human right for their citizens (G.O.K, 2007; Koech, 1999).

Thus education is an important asset for national as well as economic development. There are individuals

who have used Education to move to better socio-economic classes from their previous social classes. Through education, children of poor people can also become doctors, teachers and other desirable professions (Mandela, 2013).

Globally, poor academic performance has been attributed to factors like absenteeism from school by students, family factors as well as the culture where the student comes from. The United States of America is not an exception. In that country black students were more likely to be chronically absent than their white counterparts while Asian students were the least likely to be victims of chronic absenteeism. Furthermore students with disabilities were more likely to be chronically absent than their normal peers. Poor or socio-economically disadvantaged students were also more chronically absent than their economically advantaged peers. This absenteeism significantly leads to poor academic performance or achievement. These absenteeism was attributed to teenage motherhood, low academic performance and repeating classes, negative peer influence, low family income, unstable housing, at-home responsibilities, stressful family events, conflicting home and school priorities, language differences, poor conditions or lack of school priorities, teacher shortages, poor student-teacher interactions, geographical access to school, unsafe neighbourhoods, as well as lack of social and education support services (Jacob & Lovett, 2017). All these entire factors led to low academic achievements in the students' examinations or assessments in the United States of America.

Literature Review

The impact of student-related socio-economic factors on academic performance in schools is also prevalent in Tanzania. In Namtumbo District of Tanzania through the Primary Education Development Programme (P.E.D.P.), the socio-economic factors constraining academic performance include truancy among pupils, some cultural practices like early pregnancies and early marriages which constrain schooling. Furthermore parents in that district do not take strict measures against their children dodging school attendance, alcohol abuse among parents and teachers as well as pupils loitering anyhow. Pupils also have risky sexual behaviour as well as parents discouraging their children from studying hard. All this lead to poor academic performance in examinations especially the national ones (Mwageni, 2015).

In Kenya, the socio-economic factors also affected academic performance in schools. In other words, the socio-economic background of learners and academic performance are statistically dependent. This is supported by Kieti (2017) who found out that the socio-economic factors affected academic performance in Matungulu sub-county in Machakos County, for example inadequacy of learning resources negatively affected academic performance in the study area. Furthermore Abdinoor (2012) found out that various socio-economic factors negatively affected performance in the Kenya Certificate of secondary Education (K.C.S.E.) in Isiolo

County of Kenya. Such factors were poverty where majority of students' families reared livestock and small scale farming as their source of income and hence did not sufficiently cater for the students' needs in schools. Other factors in Isiolo County included students' indiscipline, inadequate teaching and learning materials like libraries, science laboratories as well as inadequate laboratory chemicals and equipment. Others were teachers' shortages, parental occupation as well as the parental level of education which affected performance in K.C.S.E. For example the nomadic lifestyle adopted by some parents did not favour performance of their children in K.C.S.E. since the studies of children were always being disrupted. Illiterate parents also saw no need of education and could not inspire their children to go to school and acquire academic education. Though the above studies were done in different study locales of Machakos and Isiolo Counties respectively, but they identified various student-related socio-economic factors that affected the academic performance of learners. This study in Lamu west Sub-County sought to expand on that by identifying more and new factors.

In the Coast region of Kenya, the student academic performance in K.C.S.E. national examinations has persistently been dismal. Tana River County which neighbours Lamu County has shown poor performance in K.C.S.E national examinations for several years. In the year 2015, the mean score in K.C.S.E. was 3.39 while in 2016, it was 2.46, and in 2017 it was 2.49 and lastly in 2018, it was 2.53. In Mombasa County, the K.C.S.E. national examination mean score was 4.12 in 2015, 3.02 in 2016, 3.41 in 2017 while in 2018 it was 3.63. Lastly in Kilifi County, the K.C.S.E. national performance has also been continuously dismal. This is evidenced by the low mean scores in the last three years. In 2016, the K.C.S.E. mean score for Kilifi County was 3.36, while in 2017, it was 3.40, and in 2018 it was 3.48 (KNEC, 2018). The study in Lamu West Sub-County identified and explained the student-related socio-economic factors that affected academic performance in K.C.S.E examinations in that County. The following Table 1 shows the Lamu West Sub-County K.C.S.E. results from the year 2012 to the year 2018. The table below (Table 1) further shows the mean grades for Lamu West Sub-county where the mean score has been persistently as low as grade D+ and below.

Table 1: Lamu West Sub- County K.C.S.E. Mean score from 2012 to 2018

Year	No. of schools	K.C.S.E Enrolment	Mean score	Mean Grade
2012	15	964	3.4493	D
2013	16	996	3.4663	D
2014	16	990	3.6711	D+
2015	18	1070	3.8115	D+
2016	21	1127	2.8626	D
2017	21	1055	2.9084	D
2018	22	1155	3.1025	D

(Source: Lamu Sub-county Education Office)

Statement of the problem

Lamu is one of the Kenyan Counties bordering the Country of Somalia and also the Indian Ocean along the Coast. It is therefore expected that in such a county, youths are exposed to bad foreign influence because of tourism at the Kenyan coast as well as the Al Shabab terrorist group from Somalia. Despite all the efforts put in place by the government and other stakeholders to promote education in Lamu County, these efforts have not borne fruit. Lamu West Sub- county has continued to perform dismally in K.C.S.E. In the previous years the Sub-County has been among the worst performing counties in the K.C.S.E. national examinations. This is illustrated by the mean grades in the K.C.S.E examinations in the last five years where it has remained grade D+ and below (KNEC, 2018). This is in comparison with the national mean grade in K.C.S.E. of C-. Studies done in Lamu to alleviate the problem have not specifically looked at the Student-related factors that influence K.C.S.E performance. Kisango (2016) carried out a study of the factors influencing students' participation in co-curricular activities in Lamu County while Kivangu (2015) analysed Students' performance in K.C.S.E. in public secondary schools in Lamu Division, Lamu West District. Therefore this study will examine influence of selected student-related factors on academic performance in the Lamu West Sub-County, so as to assist the policy makers and the stake holders in improving the academic performance in K.C.S.E examinations performance of students in Lamu West sub County.

Objectives of the Study

The study was guided by the following objectives:

- i. To identify the types of student-related factors that affect K.C.S.E. academic performance in Lamu West sub county, Lamu County, Kenya.
- ii. To establish the influence of student-related factors on K.C.S.E. academic performance in Lamu West Sub County, Lamu County, Kenya.

Research Questions

The study was been guided by the following research questions:

- i. What are the student-related factors that affect K.C.S.E. academic performance in Lamu West sub county, Lamu County, Kenya?

- ii. How do the student- related factors affect K.C.S.E. academic performance in Lamu West Sub County, Lamu County?

Scope of the study

Lamu County has two sub counties, Lamu West and Lamu East. Lamu west comprises of Amu zone, Kiongwe zone, Hongwe zone and Witu zone. While Lamu East has Kiunga zone, Faza zone and Pate Zone. Lamu county covers 6502.4 km² with Lamu East covering 2319.5km² and Lamu West has 4,182.9km². For the purpose of this study; the researcher covered his research in Lamu West Sub County. The researcher concentrated his research in public Secondary Schools in Lamu West sub-county.

Limitations of the Study

This study had the following limitations:

- i. This study limited itself to only one sub county; Lamu West. Therefore, the results could not be applied to the whole country.
- ii. There are many Socio-economic factors that influence K.C.S.E performance but the researcher limited his study to only student-related factors.

Significance of the Study

On the basis of this study, the student-related factors influencing academic performance in Lamu County would be known. This would help boost the academic standards in Lamu West Sub County. This would benefit the county in the following ways in case policy makers come across this study:

It is expected that the County Directors of Education from the Ministry of Education (MoE) and Teachers' Service Commission (T.S.C.) would use the findings to improve the performance of K.C.S.E. examination of Lamu West Sub-County in particular and Lamu County at large. The findings would also benefit the school Principals and teachers to improve performance in their respective schools. At the same time it would assist the national and County government officials to put measures in place to turn around the Lamu County academic performance, so that the graduates can compete favourably for job opportunities in the County and national government respectively.

Success in examinations would make young people use the knowledge and skills acquired in school and

training for self-reliance and self-actualization. This would help eliminate involvement in criminal activities like radicalization into terrorism. Once the youth have acquired knowledge and skills, they would participate in the economic development of their Sub- county, County and Kenya as a whole. The youth would get employed or even be self-employed and therefore serve the whole society and country as a whole. Kenya as country would therefore be in a better position of being an industrialized country and hence achieving vision 2030.

Method of study

A survey method was adopted to study the influence of selected parental student-related factors on the Kenya Certificate of Secondary Education performance in secondary schools in Lamu West sub-County, Lamu County in Kenya. The target population comprised of all 277 teachers and 360 B.O.M. parents in all the 20 public secondary schools in Lamu West Sub County. Lamu West sub-County has four (4) zones and three schools were selected from every zone through the use of convenience sampling. Through this method a total of 12 schools were selected for the study. Four (4) parents were selected to participate in the study from every school and therefore the 12 (twelve) schools gave a total size of 48 (4x12) B.O.M parents. The sample size of parents per school was selected using systematic random sampling after arranging the names of parents alphabetically from A to Z. With the help of the head teachers, these parents were contacted to meet the researcher for interviews to take place.

Selection of teachers in every sampled school was done using systematic random sampling after arranging the names of teachers in every selected school

according to their TSC (Teachers’ Service Commission) numbers. From the sampled 12 schools, a total of one hundred and forty four (12x12=144) teachers were selected to participate in the study. Such type of selection ensured that the answers given were a fair reflection of respondents in Lamu West sub-County. Also such a method of sample selection (systematic random sampling) ensured fairness to all respondents since every respondent stood an equal chance of being selected. Quantitative data was analyzed through simple statistics for example use of percentages, bar graphs, pie charts, and tables. Qualitative data was analyzed by thematic analysis.

Data Analysis and Discussions

The data was analysed as per the answers obtained from the respondents during the collection of data. The information obtained is presented as indicated below.

Response Rate

The sample population was for 144 teachers and 48 B.O.M parents in Lamu West Sub – County in Lamu County. However the duly completed and returned questionnaires and interview schedules were 76 for teachers and 25 for B.O.M parents. The percentage response for teachers was 52.78% and for B.O.M parents was 52.08%.

Gender

Respondents were asked to indicate their gender. The responses are provided in Table 2 below:

Table 2: Gender of respondents

Gender	Teachers		B.O.M parents	
	Frequency	percent	Frequency	percent
Female	22	30	10	40
Male	54	70	15	60
TOTAL	76	100	25	100

Source: Author (2019)

From Table 2 above 54 (70%) of the teachers were males while 22 (30%) were females. The table also shows that 15 (60%) of the B.O.M. parents are males while 10 (40%) of them are females. The above findings illustrate that there are more male teachers than female teachers in the sub-County. It also shows that there are more male B.O.M. parents than female ones.

There are more male teachers than female teachers and this can be explained that more males go to school to learn and get employment than their female counterparts. Furthermore, Lamu is considered a hardship area and females are not comfortable to work in such areas.

There are also more male B.O.M. parents than female ones. This can be explained that females are also discriminated when it comes to appointments like being members of the Board of Management (B.O.M) in

schools because the society views the female gender as weak and inferior. Some parents give preference to boys’ education and thus are biased towards supporting girls’ education. Furthermore girls are often engaged in household chores that make them miss classes which negatively affects their academic performance especially in the national examinations. The findings above also agree with what Muchunku (2014) found out when he carried out a similar study about the effects of socio-economic factors on academic performance in Chuka division in Tharaka- Nithi County in Kenya, where the community seemed not to support girls’ child education due to some cultural practices like initiation and early marriages.

Average income of parents per month

Respondents were asked to indicate their average income per month. The responses are provided in figure 1 below:

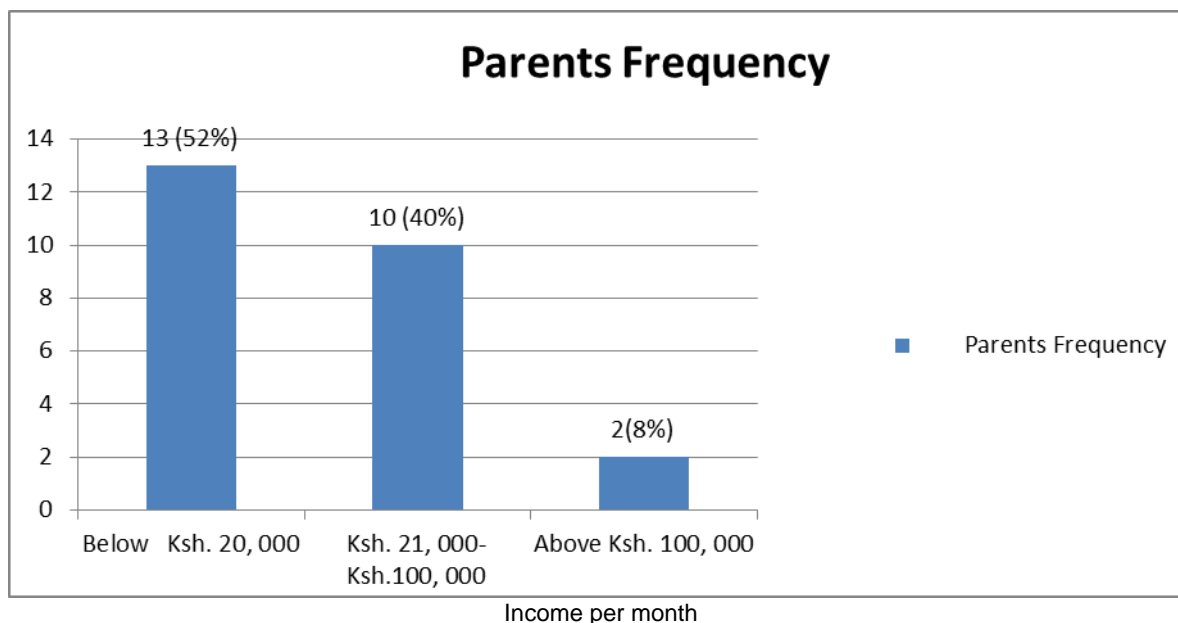


Figure 1: Average income of parents per month
Source: Author (2019)

Figure 1 above indicates that 52 % of the BOM parents belong in the low socio-economic income bracket earning below twenty thousand shillings (Ksh. 20,000). This amount could be earned through small scale fishing and farming, some earnings from tourists, as well as involvement in small scale economic activities like carpentry, boat sailing industry, and having retail shops.

From the study findings, fishing forms an important source of income for residents of Lamu. Majority of residents in Lamu West sub-County are Bajuns by tribe who have been known from ancient times as sea-faring people (Spilsbury, 2018). This means their livelihood is derived from activities in the sea or ocean and this is mainly fishing. Even other tribes in the sub-county have also taken up fishing as their source of earning a living. Because of the Al-shabab threat, the government has gone further to ban fishing at night hours and even further banning people going to deep seas. This has resulted in the harvesting of less fish and hence translating into less income for families and this is of course very discouraging to the fishermen. This high poverty does not enable the residents of Lamu West sub-County to provide adequate and high quality education for their children (County Government of Lamu, 2018).

Farming is another source of income for people in Lamu West sub-County. However, they carry out this farming on a small scale and therefore, this does not translate into a lot of income per month. This activity puts them in the range of earning less than 20,000 shillings per month. They cultivate on a small scale crops like tomatoes, pepper, maize, millet, cassava and sweet potatoes. Such products are cultivated so much on the small scale such that they do not produce even enough

for home consumption. This makes the farmer not even get extra savings from the farm produce to sell in order to invest in important activities like in their children education (County Government of Lamu, 2018).

Another factor that has led to increase in poverty in the Lamu West sub-County and generally in Lamu County is the serious decline in the tourism industry. In fact the tourism industry in the whole county has nosedived. This is because Lamu county borders Somalia which harbours a terrorist gang called Al-shabab which has frequently launched attacks in Kenya and also attacks targeting foreigners especially Europeans. At the same time, many hotels have been forced to close down due to the downfall of the tourism industry. Many industries that were depending on tourism have also been negatively affected and they include fishing, transport, trade and the hotel industry. Before the decline in the tourism industry, the many Lamu residents used to earn their income from the industry by providing some services to the tourists like dhow sailing for tourist, taking tourists for fishing, escorting tourists to historical sites, as well as being employed in tourist hotels. This loss of jobs has translated into loss of income for the residents. The remaining less income is not enough to support their children education in terms of providing more and better quality education (County Government of Lamu, 2018).. At the end of the O-level cycle, children end up performing dismally in their K.C.S.E. national examination.

Apart from the above main activities, residents of Lamu West sub-County also involve in other small scale economic activities in order to earn living. These small scale activities include carpentry, boat sailing, and

owning retail shops. All these activities have been negatively affected because of the decline in the tourism, fishing and farming industries. The residents of Lamu therefore do not have enough income even for their upkeep. These residents also do not have enough income to invest in the education of their children(County Government of Lamu, 2018). In the end, the performance in the K.C.S.E. national examination is very dismal.

Just like this study, while carrying out a study about socio-economic, socio-cultural and school-based factors affecting K.C.S.E. performance in Isiolo County, Abdinoor (2012) also found out that poverty negatively affected K.C.S.E. academic performance in Isiolo

County. The study found out that the economic mainstay of many parents in Isiolo County was livestock and that the persistent drought had led to deaths of many animals and hence parents were unable to pay school fees. Therefore, children ended up missing a lot of lessons which led to poor performance in K.C.S.E. From the BOM parents' interviews, it was established that many parents faced problems of non-payment of school fees.

Age

The Respondents were asked about their age. They gave the following results as shown in Figure 2 below:

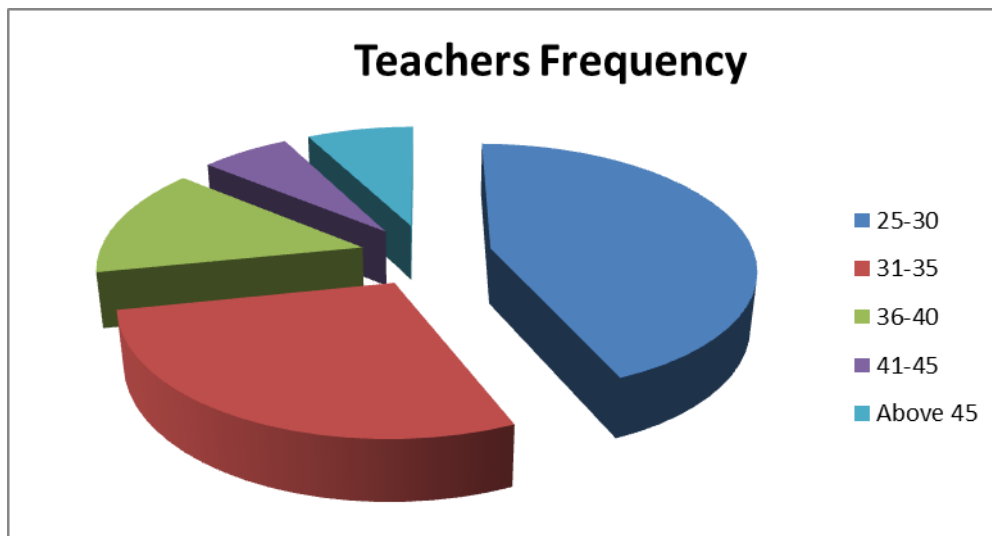


Figure 2: Age
Source: Author (2019)

From the above results in figure 2 , it is clear that majority of teachers were in the age gap of 25-30 and 31-35 years of age. This shows that there is high turnover rate of teachers due to mainly transfers to other schools in other regions in the country. The high transfer rate is because there is scarcity of local teachers who come from Lamu County. Most of them come from outside the County. Therefore, teachers would prefer to go for transfers in order to be closer to their families or they can

also go for transfer because of security problems since Lamu County is neighbouring Somalia and therefore the terrorism threat sometimes spills into Kenya to cause insecurity in the County.

The above results are in agreement when teachers were asked about their teaching experience in their profession. The results are presented in Table 3 below:

Table 3: Teaching experience

Year Interval	Teachers	
	Frequency	percent
1-5 years	31	40
6-10 years	29	38
11-15 years	5	7
16-20 years	7	9
Above 20 years	4	6
TOTAL	76	100

Source: Author (2019)

Majority 31 (40%) said they have been teaching for the last five (5) years while 29 (38%) said they had a teaching experience of 6-19 years. Thus many teachers have a teaching experience of ten years and below. Very few teachers had worked for more than ten years. This is illustrated by the 5(7%) who said they had worked for

11-15 years, and the 7 (9%) who said they had worked for 16-20 years whilst the remaining 4 (6%) who said they had worked for over 20 years. Thus majority of teachers in the Sub-county were not very experienced in their teaching profession.

The above results do not agree with the findings by Muchunku (2014) in Chuka Division of Tharaka-Nithi County who found out that majority of teachers were reasonably experienced and therefore capable of handling the curriculum and guiding the students towards good performance. Such experienced teachers would be more efficient and are capable of producing good academic performance. Thus the findings of the study in Lamu West Sub-County show that the number of teachers with teaching experience of ten (10) years and below is the highest which is 60 (78%). Teachers with a teaching experience of over ten years are very few. This is an illustration of how the sub-County is not having

enough teachers who have a high teaching experience. Teaching experience is very important in the teaching profession. This is because experienced teachers know how to handle children who have different abilities academically. They also know how to handle children from different backgrounds so that they can excel in their academic work.

Highest Academic qualification

When asked to indicate their highest academic qualification, teacher's responded as tabulated in Table 4 below:

Table 4: Highest academic qualification of respondents

Respondent	Teachers		B.O.M parents	
	Frequency	percent	Frequency	percent
PhD	0	0	0	0
M.Ed	4	5	0	0
B.Ed	58	76.32	2	8
Dip. in Education	11	15	4	16
PGDE	3	3.95	0	0
K.C.S.E holders	0	0	9	36
Post-Secondary Certificate	0	0	12	48
TOTAL	76	100	25	100

Source: Author (2019)

The study findings in Table 4 show that teachers had the required qualifications of improving K.C.S.E. academic performance in Lamu West Sub- County. This is because 58 (76.32%) of them are degree holders while 11 (15 %) are the diploma holders. In terms of quality, teachers in the county had a very good qualification which is one of the factors of maintaining good academic standards. B.O.M parents seem to be having very low qualification where majority (48%) are certificate holders. The low academic qualification of B.O.M parents ends up providing poor role models to the children.

In Lamu West Sub-County, teachers are well qualified and yet the K.C.S.E. academic performance is low. This contradicts what Akinsolu (2010) found out when she carried out a study about Teachers and Students' academic performance in secondary schools in Nigeria. She found out that availability of qualified teachers

determined the performance of students in schools. In other words more qualified teachers would translate into better academic performance of children in schools. Teachers help students understand challenging tasks as well as making good use of available teaching and learning materials.

Influence of Student related factors on K.C.S.E. performance in public secondary schools in Lamu West Sub-County

The teachers were asked to state their agreement levels by ticking in the Likert scale about the influence of student-related factors on K.C.S.E. academic performance. These results are presented in the Table 5 below:

Table 5: Influence of Student related factors on K.C.S.E. performance

	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Age	53	48	11	10	22	20	13	12	11	10
Attitude of the student	55	50	11	10	22	20	11	10	11	10
Gender of the student	55	50	11	10	22	20	11	10	11	10

Key: SA: Strongly agree, A: Agree, UD: Undecided, D: Disagree, SD: Strongly disagree, F: Frequency

Results from table 5 show that age affects the K.C.S.E. performance in public secondary schools in Lamu West Sub-County as represented by 64%. Children who are mature in age know the importance of education and would tend to work harder in order to succeed.

The findings also show that gender also influence K.C.S.E. performance of public secondary schools in Lamu West sub- County as supported by Sixty (66%) of the responses. Furthermore in society boys tend to work harder than girls and aspire more to succeed because

society expects the boys to be bread winners and to care for their future families. In a society where there is stereotyping of a particular gender would cause a lot of inequalities in various aspects like appointments, selection of careers at school and even selection of subject combinations. This study has shown clearly this challenge in Lamu West Sub-County during the study where majority of the B.O.M parents were males (60%) while minority (40%) were females. Such stereotypes further suppresses the aspirations of girls to higher levels in education. Being a predominantly Muslim region girls are seen as an inferior gender who do not occupy the same level with boys and therefore their role in society is also taken as less important compared to the boys.

Further 66% of the responded indicated that attitude affect the K.C.S.E. performance in public secondary schools in Lamu West sub-County-Kenya. The attitude of learners is also very important because children who have higher expectations tend to work harder in order to succeed. Children who do not value education would automatically have poor attitude towards schooling. They would not work hard in school because they do not treasure education. Children with poor attitude towards learning end up being absent from school, being truant from school and not concentrating in class work. Such children end up performing very dismally in their academic work including national examinations like K.C.S.E.

The above findings also concur with the study by Okoko (2012) in Ndiwa division where he found out that children aspirations tended to affect their academic performance in a way that those who aspired highly tended to work hard to excel unlike those who did not aspired highly and therefore never worked hard and hence performed poorly. The same study also found out that children who have a higher age are more mature and therefore make proper decisions of continuing with their studies since they know the importance of education. The same study also showed that more boys than girls aspired to go for further studies and get first degrees than girls. The findings above are also in agreement with the findings by Alshammari et al (2018) who found out that those student-related factors like attitude, desire for good grades, study habits, focus, priorities and motivation affect academic performance. Thus highly motivated students would tend to perform better and are capable of earning high grades unlike students who are not motivated who would perform poorly in their academic work.

Conclusion and Recommendations

The conclusions of the study were drawn from findings on the student-related factors of age, attitude of learners and gender. Age affects academic performance because children who are mature in age know the importance of education and would tend to work harder in order to succeed. The attitude of learners also affects academic performance because children who have higher expectations tend to work harder in order to succeed. However, children who do not value education would automatically have poor attitude towards schooling. They would not work hard in school and end up performing

dismally in their academic work especially in national examinations like K.C.S.E. Gender also influences K.C.S.E. performance of public secondary schools because in society boys tend to work harder than girls and aspire more to succeed because society expects the boys to be bread winners and to care for their future families. Gender stereotypes further suppresses the aspirations of girls to higher levels in education. Being a predominantly Muslim region girls are seen as an inferior gender who do not occupy the same level with boys and therefore their role in society is also taken as less important compared to the boys.

The above student-related factors have negatively impacted so much academic performance in Lamu West Sub-County. It is therefore important to recommend that counsellors should also be brought to schools to give students counselling sessions on the importance of education and advise them not involve themselves in the festivals which generally do waste their tuition time. Furthermore, early marriages should be abolished to pave way for students to complete their education. Religious leaders should discourage early marriages for girls who have just attained the age of puberty but encourage education for the girls and advocates for their marriage after 25years and above. Schools should adapt a system to control absenteeism in schools to enable students attend all required lessons. This includes constant checking of the class registers by school administrators and at the same time introduces lesson attendance register to check on truancy. The study also recommends that all schools to adopt a biometric system to curb absenteeism and improve communication between the parents and their children on progress of their children.

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