

**THE IMPACT OF DISCO MATANGA ON EDUCATIONAL PERFORMANCE IN
PRIMARY SCHOOLS IN KILIFI COUNTY.**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

Declaration by student

This research study is my original work and has not been presented to any other institution and no part should be reproduced without the consent of the author and that of the Management University of Africa.

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Declaration by the supervisor/institution

This research study has been submitted with my approval as the Management University of Africa supervisor.

Name: David Okoth

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Date.....

For and on behalf of the Management University of Africa

DEDICATION

To my beloved wife Pricilla SidiKitsao, you truly walked with me in this journey of pursuing my Diploma. Your support and encouragement to even make sure our children were well taken care of could not go unnoticed. Thank you and I dedicate this study to you. This research study would have not been completed without the support of my students colleagues, the lecturers at the university for your patience and understanding. You were inspirational.

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It is with great delight that I thank the almighty Lord for giving me good health to undertake this study. Also to my supervisor Mr. David Okoth, you are indeed amazing. The guidance and direction you provided would at all times not go off my mind and it was a motivation of its kind.

To the University Management, the infrastructural learning support you provided was conducive enough and helped me undertake the study.

ABSTRACT

This research study sought to analyse the impact of disco matanga amongst the spheres of school going children in Kilifi County following an outcry of how enrolment of students in primary school within the county. Also the educational performance of these students was a concern and these were key aspects of the study. It thus had such objectives as to determine the level of enrolment of pupils in schools within Kilifi, to identify the effects of disco matanga on academic performance as well as to provide for recommendation on academic performance in primary schools in Kilifi.

This study has shown great significance to the Kilifi County Government on matters of education within the county. Also other researchers would benefit from this piece of work while making references to it. The descriptive research design and sampling techniques in which 80% of the entire population formed the sample size and thus the study used primary and secondary data to analyse the data for accurate findings to be gathered. Both quantitative and qualitative analysis were deployed for clear interpretational and description of data.

The key recommendation of this study was total involvement of stakeholders, the pupils, parents and the the school management should be empowered to take up their position and see into it that learning is smoothly facilitated. Such other recommendation included burning disco matanga within the county, providing for motivational avenue to pupils who do well in school and have their academic standard improved.

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LIST OF ABBREVIATIONS

MUA	Management University of Africa
Dj	Disc jack
RHM	Reproductive Health Matters
ABC	Abstain, be sure, use condom
NACADA	National Authority for the campaign against alcohol and drug abuse.
USA	United States of America
UNESCO	United Nations Educational, Scientific and Cultural Organisation.

DEFINITION OF TERMS

Disco Matanga	Anorganized music facilitation played during the demise of a member of a community and before or after burial is conducted with the aim of raising funds for funeral expenses.
Stakeholders Involvement	Participation by key members of the educational sector in promoting educational standards in Kilifi.
Informed consent	Permission granted in full knowledge of a possible consequence.
Voluntary participation	Human research subject exercising free will in deciding whether to participate in research or activity.
Privacy	The state of keeping or being kept secret.

CHAPTER ONE: INTRODUCTION

1.1 Background Introduction

Disco matanga is the act of partying and making merry through musical dancing at funerals, mostly at night in which Djs on a structured manner plays music or band. Disco funerals are usually organized by family members of a deceased or rather mourners, to keep them going and a wake throughout the night and also as a means of raising money for burial expenses. The community nearby then find time to gather at the home of the deceased person, most notoriously the youths who are in their adolescents stage and this takes several days both before and after the burial of the deceased. Disco matanga are an important place for young people to hang out, and provide for a perfect opportunity for the youths / young adults both boys and girls to interact and later on become friends. It's in such acts that they then start to engage in sex before marriage and of course multiple sex. Many adolescents are reported having casual sex on these occasions, sometimes with multiple partners, and mostly without protection. At times these girls are forced into unwanted sex, through being lured into safer ground, away from the crowd and then gang raped. Sex in exchange for money is reported are also evident and these pose great dangers to the youths in the county and the influence of drugs then plays a part to facilitate this. From these therefore, many cases of unprotected and multiple sex partners, coerced and transactional sex are witnessed. This is according to the Reproductive Health Matters, 2001.

During the disco matanga, many young school going boys and girls find safer ground to mingle and further their friendship that has been blossoming with no avenue to fulfill such opportunity and hence when the dark falls and disco played, they ask for time out from their parents to attend, or sneak to attend and then actualize their sexual activities. These of course and at many a time affects their educational performance by lowering their grades. Also, this can result in contracting of sexual diseases during the intercourse, more so when the act is not protected. Thus, a safer mechanism is to always be precautional and the youths should be educated on the ABC (Abstain, Be sure and use a Condom) practice of safe sex. The hurry should not be there and protection would provide the best avenue to stay safe, the evident in the region is that when the girl has been sweet talked and the deal reached, and with the belief that young people do not contract sexual transmitted diseases then the use of protection do

not arise. So then the belief is that the the young adults do not have sexually transmitted diseases and hence no need for protection.

And though it is evident that majority of the young girls have their willingness consent to sex, others are lured and forced to it and this then pose severe danger to their sexual life. This is accordingly to the Occasional Paper 2001, No. 4 in which disco matangaalso featured the transitionalsex. Here what happened is that, many young men would buy their young female counterparts drinks and junk food or fast moving foods to then lure them for sex. By this then we say, they get involved in sexual activities in exchange of money. A sub Saharan Africa revealed that once gifts are accepted, girls believe they have no right to refuse sex but to accept and indulge in it and since usually with lack of money to buy protective or with no time to source for the same when a sex opportunity arise, then unprotected sex become the order of the day. This is thus highlighted in the transactional sex which significantly reduces young girl's bargaining power for safer sex. Young people all over the world meet potential sexual partners at parties or disco's where sometimes alcohol and drugs are used. This is according to the NACADA documentary of 2004.

The phenomenon of disco matangais part of the multiple factors underlying and explaining the high HIV prevalence among youth, and especially girls in Kilifi County. Interventions are needed at the disco matanga that would reach youth, as well as parents' organizers of these events, to challenge the risks encountered by youth. One approach can be to integrate the promotion of safe sexual practices coming out of these events, using the Djs and also using the popular peer educators, and making condoms freely available. Interventions should also target parents, to stimulate positive parenting influence on adolescent health e.g. by improving communication about sexual risk behavior. Further research is needed to study the generalizability of the findings, and the ways in which disco matangacan be used to promote safe sex practices (CarolynNjue, e.t al 2001). It is in view of this background thatI investigate the impact of disco matangaon Primary School pupil's educational performance in Kilifi County.

1.2 Statement of the Problem

Kilifiis one of the six counties in the coastal region and borders Kwale and TaitaTaveta Counties to the North, Mombasa County to the South and Tana River to the West. Kilifi is largest among the other coastal counties and with the highest number of school going children, majority of which are in the primary level of education. Most of the schools are of

standard that facilitates the class eight (8) national examinations, which are administered at every end of year. And without taking the national ranking and making spot check with the neighbouring counties of the coast, the pupil's performance has been wanting and of concern. There have been massive dropouts of students and very poor performance in education among the pupils. The pupils usually score very low grades in the national examinations and schools register very low number of pupils with some opting to stay away from school in facilitation of economic welfare, the region having registered low economic activities. With this, the children work long hours and live in areas with clashes and thus even pushed into marriage by their parents. It's with this in mind that I wanted to find out the main reasons of poor educational performance as well as high dropout ratio amongst the school going children.

1.3 Purpose of the Study

The purpose of this study is to investigate the impact of disco matanga on educational performance in primary schools in Kilifi County.

1.4 Research objectives

General Objective

The key objective of the research is to establish the impact or effect of disco matanga on educational performance in primary schools in Kilifi.

1.4.2 Specific Objectives

- i. To determine the enrolment level of pupils in primary school in Kilifi County
- ii. To establish the causes of poor educational performance on primary school going pupils in Kilifi County.
- iii. To identify the implication / effects of disco matanga on educational performance in Kilifi County.
- iv. To provide for strategies and recommendations on educational performance in primary schools in Kilifi.

1.5 Research Questions

- i. What is the enrolment level of primary pupils in Kilifi County?
- ii. What are some of the causes of poor performance by the pupils in Kilifi County.

- iii. What are the key effects / implications of disco matanga on primary pupils within Kilifi County.
- iv. State some of the key strategies / recommendations of improving educational standards of primary pupils in Kilifi County.

1.6 Importance of the study

The findings of this research study would be of importance to key stakeholders. First to the schools in the county, this will provide a good avenue for school heads to study it and borrow on the recommendations or strategies highlighted to curb on bad practices that impedes the development on good education.

To the community this research would provide a good ground for learning avenues on the important aspects communal management of the adolescent youths. This age group is a vulnerable group prone to be influenced with the dynamism of the society, whether good or bad and this is the starting point. When it is to the negative, the children are severely affected and this affects their performance in school leading to low results and subsequent drop out. The community would use the study to understand best practices to bring the youths in a set up.

Other researchers would undertake a close similar study would use this resourceful document to provide for a basis of reference material. Also, by the use of this reference material, upcoming researchers or just researchers will use it to lay ground for gaps to be filled. The development partners like other county governments as well as the central government that would want to understand key recommendation of the strategies to cub poor performance in schools. A working policy document on education that the Ministry of Education will need to period by period review to make sure they are viable. NACADA would also use this document in their endeavor to cub the abuse of drug that comes as a result of attending the disco at night.

1.7 Limitations and Scope of the Study

1.7.1 Limitations

It will not be possible to completely eradicate disco matangain the society within Kilifi County. The objectives of which these disco have got to the community and neighbourhood as a whole is just immersed and they cannot do away with it. It is a source of income to the

many youths who run such business. Also, when it is played, there is a funds mobilization mechanism in which the parties to the whole to the act would earn due to a special play of the sessions. This then makes it hard to do away with the disco matanga.

1.7.2 Uncooperative Respondents

Lack of cooperation from respondent is another major limitation. This depicted majorly on two ways i.e. there was lack of urgency to respond to the questionnaires issued to them highlighting major reason being busy schedule at their respective places of work and more so withholding information due to fear of being victimized by the management when one talks ill or negative about the institutions within the county. This in deed was a huge challenge and posed a stumbling block in the endeavor of my research study.

1.7.3 Skeptical Respondents

The key respondents and these to the majority of the number were skeptical on the motive of the research study and this lead to misrepresentation of facts. All in all, this was later factored and assurance given of keeping the whole process with confidentiality. The information given or collected by the researcher were noted to be kept or treated with absolute confidential avenue it deserve so that the respondents are guarded from acts of victimization.

1.8 Scope of the Study

The research study examined the effects of disco matanga on educational performance in primary schools in Kilifi. Key variables were studied and ranged from economic status, social culture and climatic changes among others were taken note. The research was conducted between May and September 2019 and had covered a population of 100 people in Kilifi. Kilificounty was seen to time by time record a low level enrolment, so then the study was limited to within the Kilifi county only. The data for the write upof the study was basically applicable to the year 2019.

1.9 Summary

This section highlighted key on facilitation of disco matanga in which communities within the county from time to time embraced the aspect of putting up together at a homestead where a person has died for purposes of bereavement to the family members of the deceased. Both moral and spiritual supports are the key aspects for the basis of such gathering. This then spill over to occasions that music is played to provide entertainment to the

bereavers more specifically in the night when it is cold and the gathering is on at the deceased's homestead.

Problems arise when the music is played and this attracts a large number of school going children who should be in school either boarding learning. Instead, they attend the music show commonly known as disco matanga. This then affects the concentration of the children either by making a sleep during class sessions not then to understand whatever they are being taught in class. Also, enhances their absenteeism from the school. The school enrolment was noted to have gone down and academic performance leading to poor performance.

The study locality was also highlighted and Kilifi County was the region. The area was subdivided into subcounty and special attention was given to the level that it deserves to the study and hence this helped gave a convincing and accurate result. Also, key objectives of the study were analysed and among them were to establish the effects of disco matanga on academic performance of school going children in Kilifi, to determine the level enrolment level of primary school pupils in Kilifi County and to also provide for recommendations / strategies on enhancing educational standards within the county.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section contains the related literature to be reviewed. The section analyzes in details introduction, enrolment level and the age range in primary schools, average performance level in primary schools, causes of poor academic performance in primary schools and the possible programs for improving performance and sustaining pupils in primary schools. Enrolment level and the age range in primary shall enable us reason why the enrolment is low or high and the age range shall enable us know which age group is affected most in enrolment, those in the adolescent stage or below the adolescent stage.

On the average performance level will give us an indicator which age group is negatively affected. This will in turn help us seek the reasons as to why a certain age group particularly the adolescent is affected most and help find possible ways to assist the vulnerable age group out of the problem.

2.1 Enrolment level and the age range in primary schools.

Findings of the effects of relative age on learning achievement suggest that older pupils in class generally outperformed their younger counterparts in developed countries while the opposite is mostly the case in developing countries. Sharp at al. (2009) reviewed 18 studies that examined the effects of relative age on achievement which were carried out in Austria, Chile, the United Kingdom and the USA and published from 2000 to 2008. The most common finding of the studies reviewed by sharp and her colleagues was that pupils who were older in the grade did better than younger counterparts in almost all subjects including reading numeracy and writing. (Oshima and Domaleski, 2006).

Nevertheless, findings from some studies have suggested that there is no relationship between age and learning achievement. For example a study by cascio and schanzenbach (2007) investigated the effects of age on test scores using data from project STAR (student teacher achievement ratio) involving over 6000 pupils I in 79 schools in Tennessee, USA. The researchers found no evidence that older pupils attain better test scores. Interestingly, they found that younger pupils from poor families were less likely to go to college. They argued that the practice of delayed school entry was also not profitable in improving learning

achievement and, if anything, this practice was economically harmful because it could show the acquisition of human capital.

On the contrary, most studies carried out in developing countries (especially in Africa) have reported younger pupils outperforming older pupils in most school subjects including literacy and numeracy. For example a study by kunje et al (2009) analyzed test data from 6000 grade 7 pupils in Malawi found that the test scores of younger pupils were consistently better than those of older pupils. Moreover, a study by keith et al. (2011) analyzing data from national examination involving over 740,000 pupils, showed that older pupils performed much lower than younger pupils in the 2010 Kenya Certificate of Primary Education (KCPE) examination.

2.2 Average performance level in primary schools

Hansell (1981) suggests that a child's self-image, self- concept or expectations are critical for academic development because they forecast on the self and even determine the child's experience. If the child thinks that he will do poorly, he opts to hang back and avoid doing the very things that will help him to learn how expectations are infections and persons who hold low expectations for themselves encourage others to hold low expectation also. A good curriculum or syllabus is its relevance to the individual needs and capacities of the learners to their lives. There is need to identify what motivates learners so that they attend education programmes. If pupils are bored and fail to see the connection between their personal life and what they are taught in schools, they become candidates of 'academic failure' and eventually this leads to poor performance in examination (UNESCO, 1998).

As level of poverty rises, child labour becomes crucial for family survivals, more children are increasingly employed in domestic activities and petty trade in rural-urban Kenya in order to subsidize the family income. This has greatly affected the girl-child as most girls are removed from schools and taken to do odd jobs like house helps, and barmaids to supplement the family income. Most parents affect their children in this manner and this leads to poor performance.

2.3 Causes of poor academic performance in primary schools.

As stated by Maduiban (2001), a teacher; effectiveness in his subject is a prime determinant of pupil's performance in academics. Ineffective teaching and learning in the school system deliver from the quality of teacher recruited to teach. Fafunwa (2001) cautioned that untrained swimmer will be held down under the water by the very man he tried to rescuer and both lives will perish. Teachers need to be professionally qualified to enable them work effectively with pupils in stimulating and directing their growth in the desired direction. He further stated that mastery of subject matter alone does not qualify one as an effective teacher. This is as a result of acquiring knowledge and passing the knowledge to another person. It is therefore appropriate training in the content and methodology of teaching that will guarantee effective transmission of acquired knowledge. Bello (2003) has this to say "teacher difficulties may encourage pupil's indifference to learn, hence their poor achievement" teachers should be able to motivate pupils through their understanding and assistance. White (2001) clearly stated that:-

In the condition of modern life, the rule is absolute, a race which does not value trained intelligence is doomed and there will be no appeal from judgment which will be pronounced on the uneducated. If a school does not function properly and continues producing poor pupils, the pupils as well as anybody connected with their education suffer as well. Therefore, poor performance of primary schools pupils is like communicable disease because it affects the school, the teachers, the child, the parents and even the society at large where academic performance of pupils is perpetuated. The problems will continue to exist in the affected schools unless the root of such academic performance is properly identified and managed.

2.4 Possible programs for improving performance & sustaining pupils in primary schools

2.4.1 Use of strengths – based approach to promote competence in naturally occurring contexts.

This involves establishing positive relationships with children based on their assets and their potential contributions as resources to their schools and finding naturally occurring contexts in which they can enact positive roles for which they must learn skills to be successful.

Creating those contexts is challenging amidst diversity, which is on the rise in many schools especially in urban areas. Diversity here includes socioeconomic and cultural – ethnic factors as well as individual differences in temperament, learning preferences and abilities across the multiple intelligences in both children and educators.

Successful educational innovation and reform are dynamic because the configurations of diversity in schools are ever shifting. The strongest schools appear to be those that are most able to build upon and utilize all their diverse elements with greatest synergy (Nelson, Amio, Prilleltensky, & Nickels 2000).

2.4.2 Social emotional learning plays / drama an essential role in academic success.

It is well established that social and emotional competencies such as the ability to manage one's emotions, solve problems effectively, and work cooperatively with others, are an integral part of academic success. (CASEL, 2003)

Interventions and skill development should occur within a supportive learning environment as well as help to produce such a climate. As results, opportunities for reward are created and social emotional learning competencies are developed & reinforced. These factors, in turn, lead to more risk reduction, asset building, and greater attachment and engagement in school. The final outcome is improved performance in school and life. This model is most applicable when learning is defined as children gaining knowledge to put up to use in the real world.

It's so embarrassing that little is known about the relationship between high stakes test score performance and knowledge for everyday use, even while the proliferation of various proficiency tests continues. However, the empirical evidence support the basic SEL-academics relationship is growing.

2.4.3 The effect of poverty must be considered seriously and realistically

Poverty is not an acute condition but a seemingly endless series of hurdles. These hurdles can and have been overcome, but many students also grow weary of leaping through these hurdles and drop out of the race before end. The energy spent on leaping prevents many students from getting as far as those who need only run. Poverty also involves a lack of resources at the personal, family and community wide levels. It is reflected in older textbooks and closed libraries, few safe, decent play areas, and an insufficient number of conversations linked to

school work and the state of the world, now and tomorrow (Comer et al 1999) change can't take place unless issues related to poverty, racism and single parent families were addressed clearly & strongly. When these are taken care of there will be a long-term sustainability of pupils in schools and also improve performance

2.4.4 Problematic structural features in schools settings are not recognized

Turnover and the innovation knowledge's base, Hatch (2000) has conceptualized the issue of turnover, which the literature on change has long identified as a problem. Based on a study of implementation of designs for the new American schools development competition, he suggests that organizations differ in their ability to absorb knowledge, which involves collecting, sharing, and elaborating the knowledge needed to pursue an innovation and explore new ideas effectively and efficiently. The more unfamiliar aspects of an innovation are, the harder it is to share information about it. Frequent turnover among project staff impairs the ability of organizations to develop the necessary knowledge base. Hatch concludes that we underestimate the investments needed to get new ideas explored and established and to work through turnover problems until a critical mass of adherents to an innovation is in place. Further, turnover may be symptomatic of other problems to address before undertaking change.

2.4.5 Narrow programs and packages perspectives perpetuate problems in scaling up.

Interventions are rarely delivered as planned. Chen (1998) and others discuss the importance of differentiating the intervention as planned the actual system set up to implement the intervention, and the intervention as delivered if children are inattentive, a classroom is critical, or the material is not at the right developmental level, "delivery" by instructors may not strongly predict children's skill acquisition and use. It is still difficult to pinpoint exactly what is creating the effects that are observed. It is also difficult to pass firm judgment on a theory's effectiveness, because so many factors intervene and interact with the key elements in unknown ways. Further, interventions' active ingredients often have not been identified by program developers. These are the kinds of issues that have not been fully considered in the rapidly emerging literature on evidence – based interventions. Children's' and implementers' own histories of receiving and delivering interventions provide rich contextual background of how a delivery system will be shaped and how it will operate.

The operating theory of learning and action is rarely explicated. Every innovation contains an implicate theory of how people learn. This theory is embedded in the design of lessons, in their duration and structure and in the way in which staff training and support are designed. Brandt (2003) made the compelling though somewhat obvious, point that learners have one brain and it is that same brain that has to do academic work and life survival and advancement. Therefore, operating theories of learning and action need to take into account how and when people will learn about a program and then put its principles into practice. This approach balances academics and other skills. To achieve this balance, one has to initiate dialogue and procedures school and community for improving students test performance and social engagement (Elias et al, 1997) clearly, innovations in education should contain explications there assumptions about the processes by which learning gets translated into desired behaviors.

CHAPTER THREE:RESEARCH DESIGN &METHODOLOGY

3.0 Introduction

This chapter deals with the procedures and methods that the researcher used in order to obtain data for the study. The section discusses the research design, describes the study area, the population size, sampling procedures, data collection instruments and procedures, ethical considerations and methods of data analysis.

3.1 Research Design

This study used descriptive survey design that provided a deep understanding of the events being studied and the instrument are helpful in getting firsthand experience as well as in depthanalysis of the study (Kothari, 2004). It is concerned with conditions that exist, practices and prevail, beliefs and attitudes that are held, processes that are ongoing and trends that are development. Kothari also notes that this method has the ability to allow large amount of data to be collected and at a low cost.

3.2 Target Population

The target population of the study was one (100) people and was arrived at by picking members of different in schools within the county as is shown in table 3.1 i.e. target population / sample size.

Table 3.1 Population

Region	Population	Rate %
Kilifi South	28	30
Kilifi West	25	25
Kilifi East	15	15
Kilifi North	32	30
	100	100%

Table 3.2 Sample size

Region	Target population	Sample size	Percentage rate
Kilifi South	28	22	27.5
Kilifi West	25	20	25
Kilifi East	15	12	15
Kilifi North	32	26	32.5
	100	80	100%

3.3 Sampling Design and Technique

3.3.1 Sampling Design

This is a fraction of the target population that the researcher may want to work with in case it's not possible to deal with the whole population. The sample size for this study was 40% of the 20 teachers in primary schools. This translated to 8 teachers and these schools picked for the sample were central primary, H.G.M, St. Andrews, Upweoni, Kibokoni, Sir Ali, Karima and Majivuni primary.

3.3.2 Sampling Technique

This is the process through which the researcher selects the sample from the target population. In this study the researcher used stratified random technique to select 8 teachers out of the 20. Orodho (2004) argues that stratified random sampling was preferable as it gave all the prospective respondents an equal opportunity to be selected.

3.4 Research Tools / Instruments.

These were the instruments / tools that the researcher used to gather data from the field. In the study the researcher used questionnaire to obtain information from different primary schools because the respondents were teachers and were literate. Other research techniques that the researcher used conveniently included the interviews, observations, documents and records analysis.

3.5 Data Collection Procedure.

The study involved collection of both primary and secondary data through quantitative and qualitative collection of data. Both structured and unstructured questionnaire was used for the respondents and the focus group discussion as well as interviews. The questionnaires were administered to 100 respondents in their respective work stations / section. The secondary data collection involved a review of evaluation reports and other relevant publications and

books. The process provided the background and perspective analysis for the study being undertaken. Also, secondary data provided the baseline upon which the collection of primary was configured. The questionnaire was selected since it was a faster way of obtaining data and to undertake a survey of a larger population. The respondents had much time to give well thoughts answers and good time to respond to the questions. Focus group discussions were also used to gather in depth information and options that would otherwise not be possible to collect using the questionnaire. Data analysis was done through the frequency distribution table which was guided by the statistical packages for social sciences (SPSS). The data was then safely kept in files.

3.5.1 Validity

Wainer and Braun (1998) gave an in depth analysis of the validity in quantitative research and did say it is as “construct validity”. The construct validity is thus an initial concept, notion, question or hypothesis that determines which data is to be gathered and how such action will be implemented. Validity thus refers to the ability of a test / tools to measure (Kothari, 2004) and to ensure content validity the tools for the study were made to cover as much on community education and its development as possible. Also, the questionnaire were subjected for experts opinion through piloting to ensure that the questionnaires were measuring their intent and were appropriate for the sample to ensure that all was comprehensive in collecting the information needed to address and meet the objective of the research.

3.5.2 Reliability

This was on the other hand the ability of an instrument to provide consistent results in data gathering (Kothari, 2004). To test the reliability, a test was carried out that retested the respondents in the sections out of the non-chosen data at an interval of a fortnight and still obtained similar results. The data was then analyzed by the inferential statistics i.e. coefficient of correlation to determine the reliability of the instrument of the research. The outcome i.e. a 0.8 coefficient showed that the instrument were reliable.

3.6 Ethical Considerations

3.6.1 Informed consent

This refers to permission granted in full knowledge of the possible consequences. In this case therefore the researcher prepared an acceptance letter where the participants were required to sign showing their willingness to participate in the research work.

3.6.2 Voluntary participation

This refers to human research subject, exercising free will in deciding whether to participate in a research activity. The researcher usually writes a letter to all participants that it should be a free will exercise or participation.

3.6.3 Privacy & confidentiality

Privacy here refers to the state of keeping or being kept secret. The researcher gave out a letter with assurance that the information the participant is going to give shall be used for research purposes only and shall be treated with a lot of confidentiality.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

4.2 Rate of response

A total of 100 questionnaires were distributed to the respondents within the school in the county. And a total of 80 questionnaires were received back. This showed a 80% response rate as shown below.

Table 4.1 Rate of response

Questionnaire distributed	Questionnaire received	Percentage rate
80	70	80%

Analysis

The questionnaires distributed were 80 and out of which 70 were received. They gave out a 88% representation of the data analysed which reflected on the true picture of the on frame.

Finding

The total number of questionnaire distributed were 80 in which 70 were received representing a 88% rate of response implying that the respondent were well represented.

4.2 Enrolment level of pupils in primary in Kilifi

The respondent were asked o show the level of enrolment of pupils in the country. The result of this was as shown in the table below.

Table 4.2 enrolment level of pupils

Region	Sample size	Level of enrolment	Enrolment percentage
Kilifi South	22	19	27
Kilifi West	20	17.5	25
Kilifi East	12	10.5	15
Kilifi North	26	23	33
	80	70	100

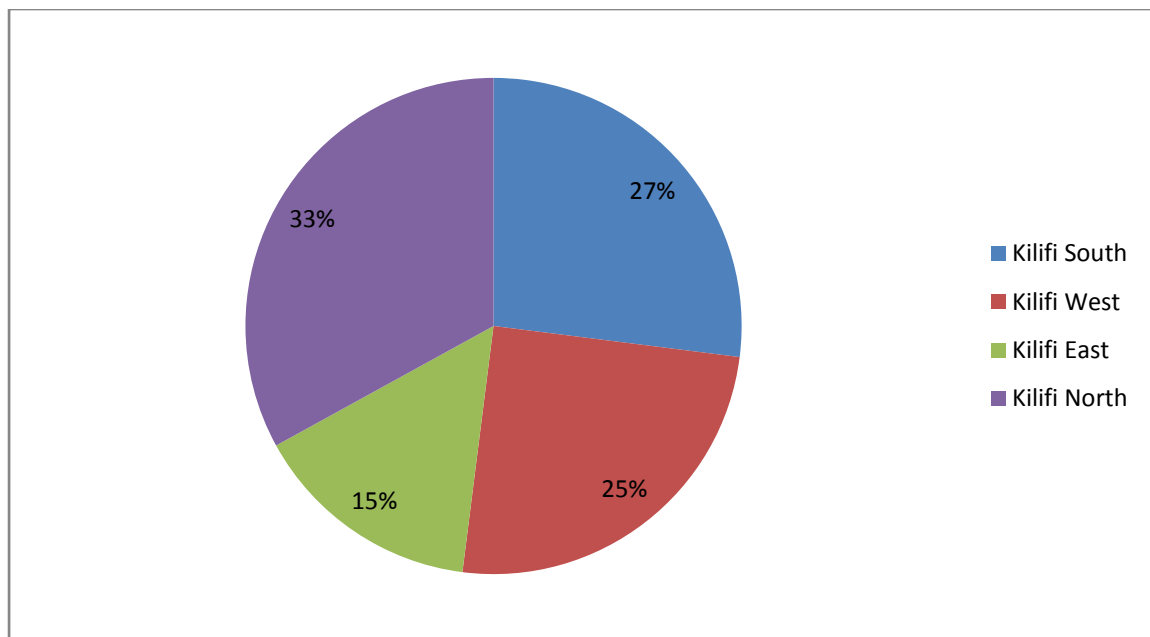
Analysis

From table 4.2 above, the respondent were asked to show the level of enrolment of pupils within Kilifi county. Out of 70 respondents involved, 27% enrolment was from Kilifi South, 25% Kilifi West, 15% level of enrolment was from Kilifi East and 33% Kilifi North.

Findings

From table 4.2, it was noted that Kilifi North had the highest level of enrolment rate (33%), Kilifi South had 27% and Kilifi West and East at 25% and 15% respectively.

Figure 4.1 figure on level of enrolment



4.3 Cause of poor educational performance in public primary school in Kilifi

The respondent were asked to state the causes of poor performance on education by the primary school going pupils in Kilifi county.

Table 4.3 Causes of poor educational performance

Region	Causes of poor performance	Questionnaire received	Percentage
Kilifi South	Early marriages from the disco facilitation	25	35.7
Kilifi West	Economic incapability	20	28.6
Kilifi East	Lack of will power to learn	10	14.3
Kilifi North	Socio cultural activity of the community	15	21.4
		70	100

Table 4.3 shows some of the causes of poor performance by pupils in the county.

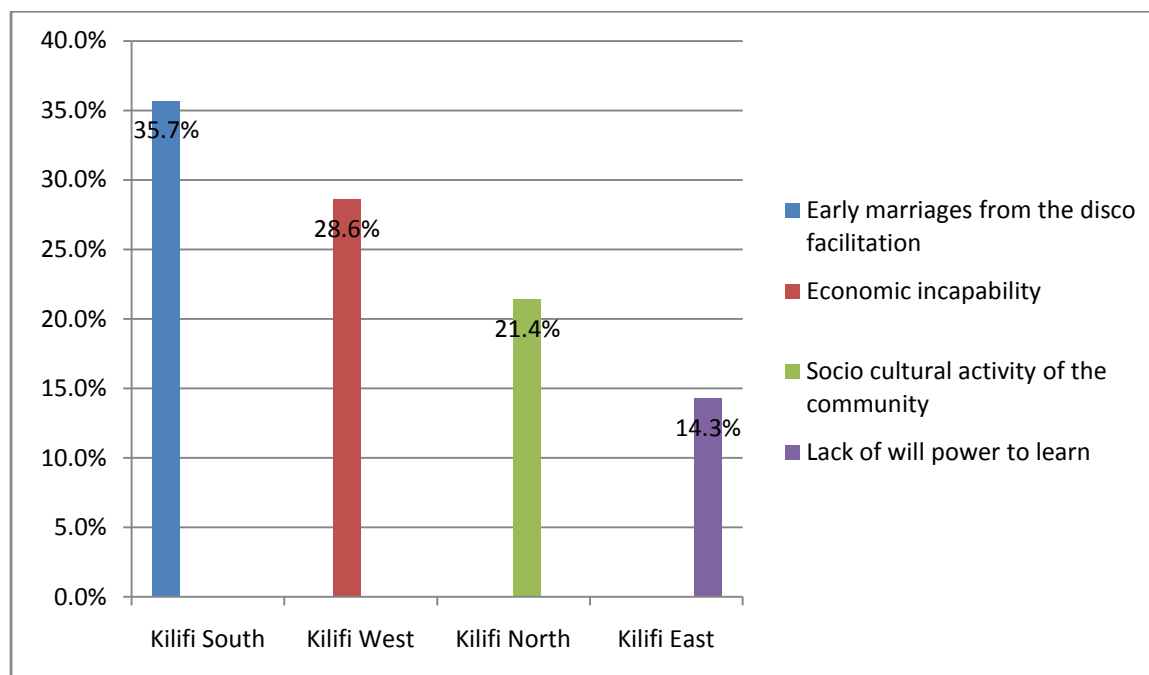
Analysis

Table 4.3 shows 35.7% of the respondents indicating early marriages as the major cause of poor educational performance in the county while economic incapability, socio- cultural activities and lack of the will power to learn by the pupils were the notable notification on 28.6%, 21.4% and 14.3% respectively.

Findings

From table 4.3, it was noted that the major causes of poor educational performance were on early marriages facilitated by the frequent disco matanga played in the area (37%). Also, economic incapability (28.6%) followed as a major reason. Socio- cultural and lack of the will power to study or learn followed closely on 21.4% and 14.3%.

Chart 4.1 bar graph showing the causes of poor performance



Causes of poor performance

4.4 The effect of disco matanga on educational performance

The respondent were asked to highlight some of the effects of disco matanga within the county. And, they gave this as follows,

Table 4.4 Showing the effects of disco matanga on educational performance

Region	Effects of disco matanga	Questionnaires received	Percentage
Kilifi South	Early marriages leading school drop outs	30	42.8
Kilifi West	Poor academic performance	20	28.5
Kilifi East	Low self esteem	10	14.2
Kilifi North	Absenteeism from school	10	14.2
		70	100

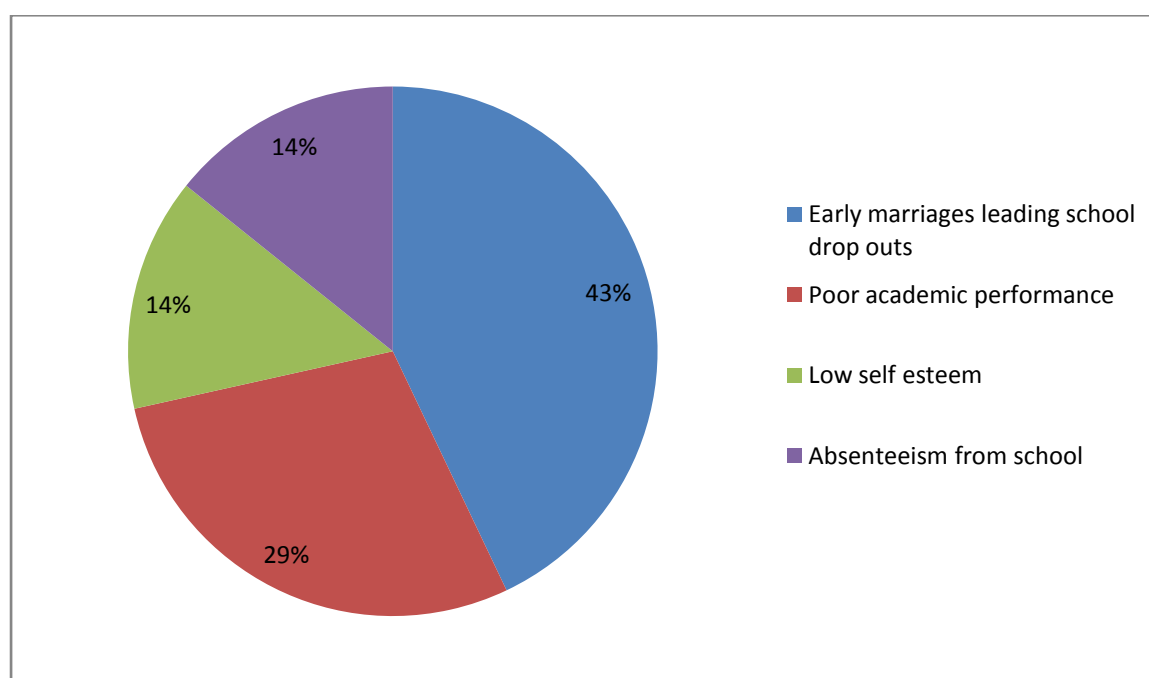
Analysis

Table 4.4 shows a high percentage of 43% highlighting early marriages that leads to school drop out in the county. Poor academic standard at 29% was the other effect and low self esteem and absenteeism from school shairing he spoil on 14%.

Findings

From table 4.4, it was found that the major effects of disco matanga were as follows, early marriage that results into school drop out, poor academic performance/standards, low self esteem and absenteeism from schools are key factors to the effects of disco matanga.

Figure 4.2



4.5 Strategies and recommendations on educational performance in primary school in Kilifi county.

Table 4.5 Showing some of the recommendations/strategies to improving the educational standards in the county.

Region		Respondent	Percentage respondent
Kilifi South	Ban the disco matanga	30	42.8
Kilifi West	Emcourage parents to take their children to school	10	14.2
Kilifi East	Provide school amenities	10	14.2
Kilifi North	Award best performances in school	20	28.5
		70	100

Analysis

Table 4.5 shows some of the key strategies and recommendation that would improve the educational standards in Kilifi county. 30% of the respondent indicated that the disco matanga within the county be banned, the best performing pupils should be awarded and more so parents should be encouraged to take their children to school as well as provision of school amenities both 14.2%.

Findings

From table 4.5, it was noted that key recommendations and strategies for improving performance standard in the county were such as; banning of the disco matanga, awarding of best performing children, encouraging parents to register their children to school, and more so to provide for school amenities.

4.6 limitation of the study

Some of the key of limitation of the research study were as below;

4.6.1 Respondents

This was a key factor on the limitation as it could not be enhanced at one go. It was or it proved difficult to assemble the respondent together so that their views could be taken at one go for an appropriate analysis of the data. Also, some of the respondent were fearful and did not want to give information required due to fear of victimization.

4.6.2 Work balance and study

The other key challenge and limitation encountered was with the issue handling my official work and the balance of studies as well as other organizational activities. This proved a thorn in the flesh and indeed it was a hindrance.

4.7 Summary of data analysed

Key analysis of literature presented were closely monitored and the aspect of respondents proved valid in checking out of issues that cause academic standards to deteriorate, have low enrolment rate in schools within the county and also knowing of the registration level of the pupils in schools in Kilifi county. All those were found wanting and a direction to remedy the situation was the solution.

Other key solutions to the problem highlighted in this section was provision of guidance and counseling department in schools within Kiifi and sensitizing meetings of school teachers, parents and pupils to highlight some of the key challenges affecting them.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter gives a summary of major findings of the research, and analyses the conclusion as well as recommendations of the study.

5.2 Summary Of Findings

The key summary of the major finding were analysed here and were such as;

5.2.1 To determine the enrolment level of pupils in primary schools in Kilifi County.

The majority of the respondents showed that the enrolment level in schools within the county was wanting and needed to be fixed to enhance good number of the students in schools. The level of engagement with the stakeholder to make sure the enrolment of the pupils go up is paramount and was marked as one key facilitation that would remedy the under enrolment of the pupils in the various schools in the county. The study sought to investigate the impact of disco matanga on education in primary schools in Kilifi County. It was guided by a set of objectives such as todetermine the enrolment level of the pupils in the schools within the county, to establish the causes of poor education performance on primary school in Kilifi County and to examine the possible strategies / recommendations of improving performance and sustenance in KilifiCounty.

5.2.2 To establish the causes of poor educational performance on primary school going children in Kilifi county.

The findings were established from the various respondents and basically poor educational performance was a worrying matter. Key aspect of this was to consolidate factors that lead to the deteriorating educational standards in the larger Kilifi County. The respondents therefore, noted that issues such as disco and music facilitation in the village when organized team arranges for such events. The school going children would join the old in the celebration and as they do this, they get attracted and involved on such activities which may be detrimental to their education.The majority of the respondents thus noted that lack of parental control, influence of mass media, peer pressure and millennial age factor i.e. the age that comprises of the youths who like to do things as it excite them. This age group like very enticing matters

and are closely involved in the music and musical aspects and the disco matanga would be one of them.

The disco matanga on the same note has an influence in the learning facilitation, since when facilitated and one attends it then that person would by cause be sleepy the next day and feel unable to undertake his / her duties (i.e. this will lead to poor performance on academic matters). Also, school dropout was another major reason for poor performance in schools in Kilifi County. The influence of peers usually leads the young in age to unproductive activities some of which involve sex before marriage and at an early age. This then would lead to school dropout due to early pregnancies that would not enhance good ground for studies.

5.2.3 To identify the implication / effects of disco matanga on educational performance in Kilifi County.

With regards to the analysis of the implication / effects of disco matanga on educational activities within Kilifi County, it was noted that aspects of negative effects were experienced and the children could not leave to the expectation. The end term results were in most of the time very low and the number of children in school was also noted to be dwindling and going down day by day. This was then a major concern and unproductive avenue for education and educational activities' facilitation. The level of education standard within the population of the county then would be affected in the years to come and this won't promote employability of the residents of the county. For employment avenues, the aspects and requirement standards has to be met for this to be effected. When the people being employed do not meet the necessary requisite for employment, then and on a recurrent basis this process has to be repeated several times until it conform with the law and constitutional requirement. And such tedious exercises usually are costly and if not controlled and managed well, can results into massive losses.

5.2.4 Recommendations / Strategies on educational performance in primary schools in Kilifi County.

The majority of the respondents gave their views on the sustainability of the educational projects in the county and the best practices in managing the level of educational standards. Key among these was to embrace dialogue amongst the stakeholders i.e. the parents, children

and the school management to include the teachers in the schools. Also, the children should be awarded upon putting more effort in their studies and when they do well a reward to help promote and enhance a healthy competition is worthy and would always encourage the children to constantly work hard. Another key recommendation of the study was to make sure all the arrangements for disco matanga are done away with and totally burned in the county. This will promote fresh energy for students to focus on their studies. Also, provision of social amenities to the residents of Kilifi so as to enhance the educational standard was a necessity and helped promote the standard of education.

5.3 Recommendations

Based on the findings of the research study a carefully and systematic investigation of the research on the topic under discussion, I recommend the followings:

The government through partnership with other service providers and come up with strategies on carrying sensitization meetings to the parents on the negative impact of disco matanga on education. This would always give an indication of the willingness to put to an end the discos facilitation during matanga and give students an avenue to focus on their education. Such avenue will encourage the students to study and have the goal of doing well on such facilitation.

The government to come up with a comprehensive policy on how long a dead body should take before burial and this is because the longer it takes the high temptations of using disco in matanga to raise money for the so called funeral expenses. This should not be the case as it promotes other families to always turn such entertainment in matanga through music play into avenues of raising funds. This thus, will encourage such families to delay in burying their kin with the hope that they are still raising funds to cater for the funeral expenses.

School management committee in conjunction with the provincial administration to sensitize the parents not to allow their school aged children attend funeral arrangements meetings. The government thus should strictly ban the operation of disco matanga and allow people to have alternative means of raising funds for the burial expenses. People should be encouraged to raise funds through friends and family members or even conduct harambee.

The school should step up guiding & counseling committees in which the students would be encouraged to share their experiences about their body changes and in times that they feel vulnerable to acts of sexual intercourse, thus they can be helped overcome such situation.

5.4 Conclusion

The researcher has evidently described disco matanga to have impacted negatively on education and educational standards in the county. It was however, noted that most of the parents are ignorant on education matters and studies does not apply in their spheres of life.

Parents on the other hand have been found to spend a lot of time drinking alcohol during matanga and on routine basis therefore lack quality time to watch over their children. As a result most of the children then get opportunities to sneak out and attend the disco matanga where lots of unwanted pregnancies among the teenage girls are realized as a result. This is through involvement of sexual intercourse with their male counterparts at very tender age.

This in turn contribute to massive dropouts and hence impact negatively on the girl child education. The boys are also not left out as they become vulnerable to drinking alcohol, smoking cigarettes and hence making them become unruly and loose interest in education.

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APPENDIX I
PART A: TEACHERS QUESTIONNAIRE

Dear Respondent

The questionnaire is designed to gather data regarding on the impact of disco matanga on education in primary school in Kilifi County.

The information you'll give shall be used for research purposes only, the questionnaire is self-explanatory and will appreciate receiving back the questionnaire on Friday 31/5/2019. The responses collected will be treated confidentially for purposes of this research study.

Thanking you and looking forward to your participation.

Yours faithfully,

Christopher K. Mumba

APPENDIX II

INFORMED CONSENT FORM

Dear Christopher

I acknowledge receipt of your research questionnaire which I have read and understood.

I want to confirm that am more than willing to give the sort information which will go along way

In assisting you accomplish your research project.

Yours faithfully,

Head Teacher

APPENDIX III

Instructions

Read the questions and respond or tick appropriately

PART A

SUB COUNTY:

SCHOOL NAME:

PART B.

1. What was the school Enrolment level from 2010 – 2017

Good	☐
Bad	☐
Fair	☐
Poor	☐

2. How was the average performance level since 2010 to 2017?

Good	☐
Average	☐
Bad	☐
Poor	☐

3. What were the possible causes of poor performance in primary schools?

Domestic cores	☐
Socio cultural challenges	☐
Disco matanga attendance	☐
Negative attitude toward learn	☐

4. How has poverty contributed towards poor performance in primary schools?

Greatly	☐
Averagely	☐
Poorly	☐
	☐

Non of the above

5. What are the possible programs of improving performance and sustaining pupils in primary school?

Capacity building

☐

Guidance and counseling

☐

Sensitization meetings

☐

Motivation

☐

6. Do you think social emotional learning plays an essential role in academic success?

Yes

☐

No

☐

Not really

☐

I don't know

☐

7. Are problematic structural features in your schools such as the ability to absorb knowledge, which involves collecting, sharing, elaborating and exploring new ideas recognized?

Yes

No

Not at all

None of the above

☐☐☐☐

8. How has the school community contributed towards the behavior change of the school going pupils?

Guidance and counseling

☐

Sensitization meeting

☐

Ignored them

☐

Sent them away

☐

9. Do you think well-wishers (donors) can support the pupils to meet their basic schooling needs for that particular period?

Yes

☐

No

☐

impossible

☐

10. What was the general performance in terms of mean score in central zone between 2007 – 2010.

Very good

☐

Good

☐

Average

☐

Below average

☐

APPENDIX IV

WORK PLAN

WRITING RESEARCH PROPOSAL	1 ST – 15 TH MAY, 2019
COLLECTING DATA	16 TH – 30 TH MAY, 2019
DATA ANALYSIS, REPORT WRITING AND SUBMISSION	1 ST –30 TH JULY, 2019

APPENDIX V
RESEARCH BUDGET

ITEM	COST
TRANSPORT	1800
TYPESETTING	1400
INTERNET	500
PHOTOCOPY	300
BINDING	200
CD	150