

**IMPACT OF GIRIAMA CULTURAL PRACTICES AND COMMUNITY
INVOLVEMENT TOWARDS SCHOOL ENROLLMENT IN WATAMU WARD,
MALINDI SUBCOUNTY, KILIFI COUNTY, KENYA**

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REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF
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DECLARATION

DECLARATION

This proposal is my original work and has not been presented to any institution for similar purposes.

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Table of Contents	
DECLARATION	ii
ABBREVIATION AND ACRONYM	v
OPERATIONAL DEFINITION OF TERMS	vi
Abstract	vii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.3 Statement of the Problem	3
1.4 Purpose of the Study	3
1.5 Conceptual Framework	5
1.6 Research questions	5
1.7 Research Objectives	6
1.7.1 General Objective	6
1.7.2 Specific Objectives	6
1.8 Research Hypothesis	6
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction	8
2.1 Theoretical framework	8
2.1.1 Cultural Capital Theory	8
2.2 The concept of school outcome	9
2.3 Cultural practices	10
2.4 Cultural values	12
2.5 Community characteristics	13
2.6 Summary of the literature	14
CHAPTER THREE: RESEARCH METHODOLOGY	15
3.0 Introduction	15
3.1 Research Design	15
3.2 Study Area	15
3.3 Target Population	15
3.4 Sampling technique	15

3.5 Sample size.....	15
3.6 Measurement of variables	16
3.7 Research instruments.....	16
3.8 Validity of measurement	16
3.9 Reliability of measurements.....	16
3.10 Data collection technique	16
3.11 Data analysis	16
3.12 Logistical and Ethical consideration	17
CHAPTER FOUR: FINDINGS AND DISCUSSION.....	18
4.0 Introduction	18
4.1 Response Rate	18
4.1.1 Position	18
4.1.2 Years of Experience	19
4.1.3 Type of School	20
4.2 Overview of the Objectives.....	21
4.2.1 Cultural practices	21
4.3 School Enrolment.....	25
4.4 Regression Variable	27
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	30
5.0 Introduction	30
5.1 Summary of Findings	30
5.2 Conclusions	31
5.3 Recommendations for Policy and Practice.....	31
5.4 Recommendations for Further Research	32
References.....	33
APPENDICES	34
BUDGET.....	34
WORK SCHEDULE.....	34

ABBREVIATION AND ACRONYM

SCT-Social Capital Theory

OPERATIONAL DEFINITION OF TERMS

Theory - refers to an idea, hunch, or guess that based on evidence.

Culture-Culture is the customs, arts, social institutions, and all other products of human creativity that develop in society. It is a shared body of experiences, beliefs, values, and symbols that act to define a group of people.

Cultural practices-These are the behaviors, activities, and customs that are shared and passed down within a particular culture or society. They encompass a wide range of things people do in their everyday lives, shaped by traditions and beliefs.

School outcome- refers to the results or achievements of students after going through the educational process in a school.

Abstract

The main aim of this study was to determine impact of Giriama cultural practices and community involvement towards school enrollment in Watamu ward, Malindi Sub County, Kilifi County, Kenya. The study was guided by the following objectives that is to determine the correlation between specific cultural practices (child marriage, vocational training) and school enrollment rates, especially for girls, to investigate how factors like socioeconomic status, educational resources, parental involvement, and cultural emphasis on education combine to influence school enrollment rates and to assess the impact of culturally-relevant curriculum materials and teachers from similar backgrounds on school enrollment and academic achievement in diverse communities. The sample size of the study was thirty percent of the total target population of the respondents that is 324 , therefore the sample size will be 97 Two data collection tools was used, a semi-structured questionnaire and an interview guide. Quantitative and qualitative data analysis methods were used. Quantitative data was analyzed using descriptive statistics such as percentages, graphs, pie charts and frequently distribution tables.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter laid the foundation on the background of the study, statement of the research problem, purpose of carrying out the study, conceptual framework, research questions, objectives of the study, hypothesis of the study, significance of the study, delimitation of the study, limitations that may be experienced during the study and lastly the assumption of carrying out the study.

1.1 Background of the study

The path to school enrollment is not always a straight one. Cultural practices, deeply woven into the fabric of a community, can present both opportunities and challenges for getting children into classrooms. On one hand, cultures that place a high value on education and knowledge serve as a powerful motivator for families to prioritize their children's schooling. Imagine a community where wisdom, acquired through years of learning. This reverence translates into a respect for education as a pathway to personal growth and societal contribution. Here, school enrollment becomes a natural progression, a continuation of the community's emphasis on lifelong learning. Furthermore, incorporating traditional knowledge and practices into the school engaging and relevant for students. This can be particularly effective in and rich histories. When children see their heritage reflected in their textbooks and classrooms, it fosters a sense of connection and belonging. Imagine a math lesson that utilizes traditional methods of measurement or a science class that explores the medicinal properties of local plants. This integration not only validates cultural knowledge but also demonstrates its practical application in the modern world.

According to CN CHEPKWEMOI (2016) on impacts of cultural practices on enrolment states that cultural practices can present obstacles to school enrollment. In some societies, child labor is a common practice, with children expected to contribute to the family income from a young age. This can lead to missed school days or complete withdrawal from education altogether. Similarly, rigid gender roles may restrict girls' access to education, prioritizing domestic duties or preparing them for early marriage. These practices can create a significant gender disparity in school enrollment rates. The issue of child marriage deserves particular attention. Early marriage often forces children, especially girls, to assume marital and household responsibilities. This not only

truncates their educational opportunities but also overall life choices. The social and economic consequences of this practice are far-reaching, impacting not just the individual but also hindering the community's overall development.

Based on R Mumo (2023) on influence of cultural practices on transition of primary to secondary school indicates that beyond cultural practices, community involvement influencing school enrollment rates. Strong communities can act as powerful advocates for education, raising funds for scholarships or providing resources for need. Imagine a community organization hosting after-school programs that offer academic support and mentorship, fostering a love of learning that extends walls. These initiatives can make a significant difference, particularly for students from disadvantaged backgrounds. Mentorship programs, where individuals from the community connect with students, can provide invaluable guidance and support. Mentors can offer encouragement, act as role models, and help students navigate academic challenges. This personalized attention can motivate students to stay in school and strive for academic success. Imagine a young girl paired with a female doctor as a mentor. Seeing a successful woman in a traditionally male-dominated field can inspire the girl to pursue her own educational goals.

PM Mbogoh (2019) indicates that parental involvement in a child's education is another critical factor influencing school enrollment. The researcher actively engaged with their children's schooling, attending school meetings, and participating in school activities, it sends a clear message about the importance of education. This collaborative effort between parents, teachers, and the community creates and fosters a culture of learning. Imagine a school that organizes regular parent-teacher conferences and workshops, fostering open communication and collaboration that benefits both students and educators. However, community involvement can also be a double-edged sword. In some communities, there may be a lack of awareness about the importance of education or the benefits of attending school. This can be particularly true in remote areas or educational resources. outreach programs and awareness campaigns that highlight the long-term social and economic benefits of education for both individuals whole. Imagine a mobile information center traveling to remote villages, informing families about scholarship opportunities and the positive impact of education on their children's futures.

JN MUKIRE (2023) on influence of the Pokot culture to the enrolment states that the community has perception that education is irrelevant or even undermines traditional values. Therefore this

leads to pressure on children and conform to expected social roles. Countering this pressure requires a multi-pronged approach. Community leaders can promote the value of education and advocating for its compatibility with cultural traditions. Additionally, highlighting the success stories of educated community members can inspire others to pursue their educational goals.

In conclusion, achieving high school enrollment rates requires a nuanced understanding of the interplay between cultural practices and community involvement. Cultures that value education and integrate traditional knowledge fertile ground for learning. However, practices like, and early marriage can pose significant barriers. Here, strong communities emerge as crucial allies. By raising funds for scholarships, providing mentorship programs, and fostering parental engagement, they prioritize education. Addressing issues like lack of awareness and social pressure within communities requires targeted outreach and collaboration with community leaders. By working together, educators, policymakers, and community members can navigate the complexities of cultural practices and harness the power of community involvement to ensure all children have the opportunity to walk through the schoolhouse doors.

1.3 Statement of the Problem

There is a complex interplay between cultural practices, community attitudes, and school enrollment rates. Some cultural practices, like prioritizing boys' education or early marriage, can act as barriers to girls attending school. Communities that value traditional skills or immediate contribution to the family income might see less emphasis placed on formal education. This research gap presents a significant challenge to achieving universal education. By understanding how cultural practices and community beliefs interact with school enrollment, we can develop more targeted solutions. This could involve tailoring educational programs to be culturally relevant, fostering community engagement in education initiatives, or addressing specific barriers to attending school.

1.4 Purpose of the Study

This study aimed to understand how the Giriama cultural practices and general community attitudes in Watamu ward, Kenya, influence school enrollment rates. By looking at specific practices and the community's overall perspective on education, the researchers hope to identify

cultural barriers and develop culturally appropriate solutions to promote school enrollment in Watamu.

1.5 Conceptual Framework

According to Orodho (2004), conceptual framework is a model that represents the researcher's conceptualized relationship between variables in the study and represents the continuing relationship either in a graphical or diagrammatical way.

Independent variables

Dependent variable

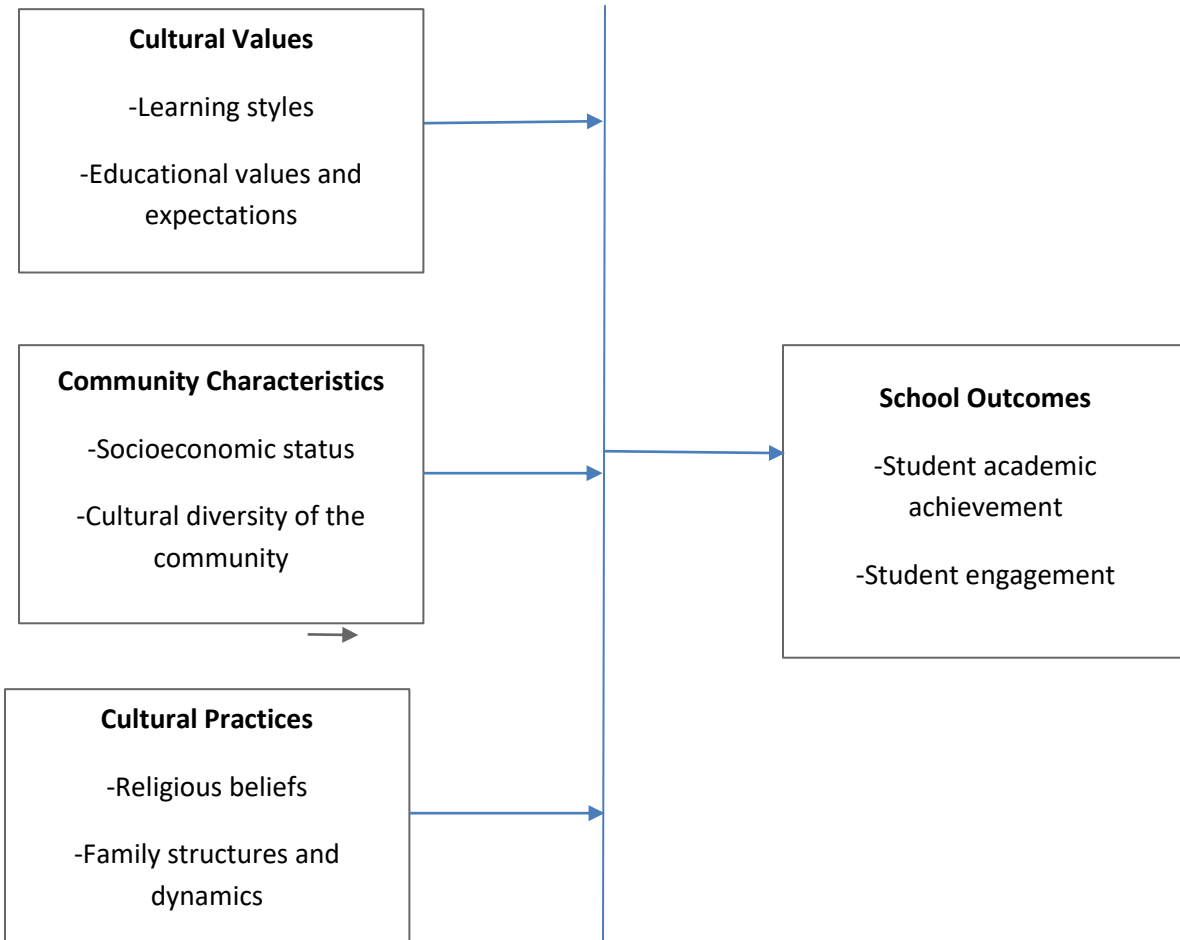


Figure 1 Conceptual Framework

1.6 Research questions

- i. To what extent do specific cultural practices within a community, such as child marriage or prioritizing vocational training, influence the school enrollment rates, particularly for girls?

- ii. How do characteristics of a community, such as socioeconomic status, access to educational resources, and parental involvement, interact with cultural values like the importance of education to influence school enrollment rates?
- iii. Does the presence of culturally-relevant curriculum materials and teachers from similar backgrounds as the student population positively influence school enrollment and academic achievement in culturally diverse communities?

1.7 Research Objectives

1.7.1 General Objective

To investigate the impact of Giriama cultural practices and community and towards school enrollment in Watamu ward, Malindi sub county, kilifi county, Kenya.

1.7.2 Specific Objectives

- i. To determine the correlation between specific cultural practices (child marriage, vocational training) and school enrollment rates, especially for girls.
- ii. To investigate how factors like socioeconomic status, educational resources, parental involvement, and cultural emphasis on education combine to influence school enrollment rates.
- iii. To assess the impact of culturally-relevant curriculum materials and teachers from similar backgrounds on school enrollment and academic achievement in diverse communities.

1.8 Research Hypothesis

(H₀): There is no significant relationship between specific cultural practices (child marriage, vocational training) and school enrollment rates, particularly for girls.

(H₀): There is no interaction effect between community characteristics (socioeconomic status, educational resources, parental involvement) and cultural values (importance of education) on school enrollment rates.

(H₀): The presence of culturally-relevant curriculum materials and teachers from similar backgrounds as the student school enrollment and academic achievement in culturally diverse communities.

1.9 Delimitation of the Study

This study on Giriama cultural practices and school enrollment in Watamu ward had specific boundaries to ensure a manageable research scope. The study might choose a specific set of Giriama cultural practices enrollment, such as child marriage or prioritizing vocational skills for girls. This would allow for a more in-depth exploration of these practices' impact compared to examining a broader range of cultural influences. The research might also delimit the target population to a specific age range of students (e.g., primary or secondary school) to avoid the complexities of analyzing enrollment patterns across all educational stages. This would allow for a more focused understanding of how cultural practices affect enrollment decisions at a particular schooling level.

1.10 Limitations of the study

The findings from Watamu ward might not be applicable to the entire Giriama community or other communities in Kenya. Cultural practices and community dynamics can vary within a group, and Watamu's specific context (tourism industry, demographics) might not represent the broader picture. To strengthen generalizability, researchers could consider including comparison groups from other Giriama settlements or even different communities facing similar cultural or socioeconomic situations.

Capturing the influence of cultural practices and community characteristics can be complex. Self-reported data on cultural beliefs or parental involvement might be subjective. Additionally, isolating the impact of these factors from other external influences like national education policies or regional economic trends can be difficult.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter contains literature review and it had dwelt on the following areas: the concept of the school outcome, community characteristics, cultural values and cultural practices. Theoretical framework that will lay the theories that guided the study and lastly the summery of the study.

2.1 Theoretical framework

2.1.1 Cultural Capital Theory

Cultural Capital Theory, developed by Pierre Bourdieu and Jean-Claude Passeron in the 1960s, seeks to explain social inequalities within education. It argues that success in education is not solely determined by economic capital (wealth) but also by cultural capital, a set of knowledge, skills, and dispositions acquired through upbringing and socialization. The crux lies in the unequal distribution of these resources. Children from privileged backgrounds often inherit significant cultural capital from their families. They grow up exposed to dominant cultural codes, have access to enriching experiences, and develop the language skills and dispositions valued in educational settings. This gives them a significant advantage when navigating the education system. Imagine two students: one who regularly visits museums and discusses art history at home, and another who has limited access to cultural experiences. The first student is likely to possess more cultural capital, impacting their academic success. Schools often favor the cultural codes of the dominant class. Success hinges on possessing the right kind of cultural capital. Students who come equipped with the necessary knowledge, skills, and dispositions find it easier to excel academically. This can lead to higher enrollment rates, particularly for girls who might utilize education as a means to escape traditional gender roles. It's important to understand that Cultural Capital Theory doesn't simply state that different cultures value education differently. While cultural values do play a role, the theory highlights a more complex dynamic. The dominant culture establishes the standards for what constitutes valuable cultural capital. Those who possess this dominant form of capital have an inherent advantage, even if students from minority cultures come from backgrounds that highly value education itself. Imagine a student from a strong academic tradition in their home culture, but who struggles with the dominant

language used in school. Cultural Capital Theory helps explain the disadvantage they might face despite their cultural emphasis on education.

2.2 The concept of school outcome

School outcomes capture the lasting impacts of a student's educational journey. These go beyond just academic performance, encompassing the knowledge, skills, and personal growth a student experiences. Academic achievement is a key outcome, measured by test scores and grades in subjects like math and science. But schools also aim to foster social-emotional learning, where collaboration skills. Personal growth encompasses a student's character development, self-confidence, and ability to navigate challenges. Understanding school outcomes well a school educates its students. By analyzing data on these outcomes, schools allocate resources effectively. Ultimately, positive school outcomes are linked to student success in higher education and careers, preparing them to contribute meaningfully to society. Factors like student effort, teacher quality, and family background all influence these outcomes, highlighting the importance of a well-rounded approach to education.

LM Thien (2023) states that the path to a classroom can be paved not just by policy and infrastructure, but also by the intricate dance between cultural practices and community involvement. These social forces hold immense power in shaping a child's journey towards education, impacting school enrolment rates in profound ways. On one hand, cultural practices can be a powerful driver of school enrolment. Societies that hold education in high esteem, viewing it as a pathway to a better life, naturally encourage their children to attend school. This fosters a culture of learning within families and communities, where education becomes a badge of honor and a springboard for future success. Furthermore, incorporating traditional knowledge and cultural perspectives into the school relevant and engaging for students. Imagine a young Maasai girl in Kenya who studies not just math and science, but also traditional ecological practices passed down through generations. This integration can ignite a spark of curiosity and a sense of belonging, making school a more welcoming and stimulating environment.

D Jourdan (2016) shows that cultural practices can also pose challenges to school enrolment. In some communities, child labor remains a harsh reality. Children are expected to contribute to the family's income by working in farms or workshops. This creates a direct conflict with

attending school, forcing children to choose between education and immediate economic necessity. Additionally, cultural norms that emphasize a significant disparity in school enrolment rates. The belief that boys deserve education more than girls can lead to a situation where girls are pulled out of school early, limiting their opportunities and perpetuating the cycle of inequality. Community involvement serves as a counterpoint to these challenges, wielding its own significant influence on school enrolment. Engaged parents who understand the value of education are more likely to prioritize their children's attendance and provide them with the support they need to succeed. Community programs that offer after-school tutoring, parental education workshops, and mentorship opportunities can create a strong support system that empowers parents to become active partners in their children's education. Furthermore, community-based initiatives can address financial barriers. Scholarship programs funded by community fundraising or donations can make education accessible to underprivileged families who might otherwise struggle to afford school supplies or fees. Community leaders who champion education can serve as powerful value learning and pursue academic dreams. However, the community's influence can also be a double-edged sword. A community with a general disregard for education, perhaps due to historical experiences or limited access to quality schooling itself, can create a negative environment that discourages school enrolment. In such cases, community outreach programs become essential. By engaging with community members, understanding their concerns, and educational apathy, these programs can foster and encourage families school. In conclusion, the interplay between cultural practices and community involvement creates a complex landscape that shapes school enrolment rates. Finding a harmonious balance where cultural values are respected while simultaneously promoting the importance of education is crucial. Strong community involvement can play a pivotal role in bridging cultural gaps and ensuring that all children, regardless of background or tradition, have the opportunity to walk through the doors of a classroom and embark on a lifelong journey of learning.

2.3 Cultural practices

The intricate tapestry of culture holds immense power in shaping educational experiences. Cultural practices, traditions, and beliefs can significantly influence learner enrollment, acting as

both a bridge and a barrier to the pursuit of knowledge. Understanding these dynamics is crucial for promoting inclusive and equitable education for all.

A researcher by the name TO Bello (2015) indicates that cultural practices poses challenges to learner enrollment. Deeply ingrained traditions that prioritize boys' education over girls' can create a significant gender gap in classrooms. In these contexts, the value placed on a girl's contribution to domestic duties or the fear of jeopardizing her future marriage prospects can supersede the importance of formal education. Child labor further exacerbates the issue by pulling children out of school before they've had a chance to flourish academically. Additionally, some cultures have elaborate ceremonies and festivals that require significant time commitments. While these practices hold immense cultural value, they can disrupt children's education if they coincide with school schedules, leading to absenteeism and hindering academic progress.

Based on JP Bumps (2024), cultural practices are a powerful force for good when it comes to learner enrollment. Societies that place a high value on education are more likely to witness high enrollment rates. This cultural emphasis on learning creates a supportive environment where education is seen as a pathway to a better future. Furthermore, some cultures have vibrant traditions that celebrate knowledge and scholarship. Special ceremonies or festivals dedicated to learning can ignite a passion for education in young minds, motivating them to excel academically. Additionally, strong community support for schools plays a vital role. Cultures that foster a sense of collective responsibility for education create a network of encouragement, ensuring children attend classes and succeed. Achieving a balance between respecting cultural practices and guaranteeing universal access to education is paramount. This requires a collaborative approach. Educational programs can be designed with sensitivity towards cultural values. Community leaders, educators, and cultural experts can work together to craft curriculums that celebrate cultural heritage while simultaneously equipping learners they need to thrive in the modern world. By fostering open dialogue and acknowledging cultural context, we tradition and education, background, have unlock their full potential.

2.4 Cultural values

Culture serves as a powerful undercurrent that shapes the very essence of a school, influencing everything from student motivation to classroom dynamics. Understanding how cultural values impact a school's outcome educators striving students.

DO NYAKADO (2019) on influence of cultural values, beliefs and practices in school outcome shows that cultures emphasize the importance of education and perseverance can create a powerful tailwind for a school's achievements. often intrinsically motivated to excel academically. This drive, coupled with strong parental involvement that mirrors the school's values, can create a potent recipe for academic success. Imagine a classroom where students arrive eager to learn, actively participate in discussions, and view challenges as opportunities for growth. This fertile ground, nurtured by a shared cultural emphasis on education, paves the way for students to blossom academically. Cultural values can also play a significant role in fostering respectful relationships within a school. In teachers and elders, students to be disciplined and receptive to guidance. This deference translates into a classroom environment where students readily participate in learning activities. This dynamic of mutual respect between teachers and students creates a safe space for exploration and experimentation, fostering a deeper love of learning.

IA OYOO (2021) shows that schools that embrace the rich tapestry of cultures represented by their student body can leverage this diversity stimulating learning environment. By incorporating cultural knowledge and perspectives into the curriculum, schools not only acknowledge the unique backgrounds of their valuable skill of cultural competency. This fosters belonging and appreciation for differences, leading to a more engaged and vibrant student body. Imagine a history lesson that comes alive with the exploration of diverse historical figures and events, or a literature class where students delve into the rich tapestry of stories from around the world. In such an environment, develop a broader worldview and the ability to navigate an increasingly interconnected world. However, the impact of cultural values on a school's outcome is not always positive. A potential challenge arises when a school's values clash with the cultural values of its students' homes. This cultural disconnect can lead to confusion and disengagement among students. Imagine a student from a culture that prioritizes hands-on learning struggling to

adapt to a classroom environment that emphasizes rote memorization. In such a scenario, the student may feel ostracized or misunderstood, leading to a decline in motivation and academic performance. Another potential roadblock is the issue of limited parental involvement in some cultures. Schools that rely heavily on parental engagement to reinforce learning concepts and provide support may face difficulties in from such backgrounds. This lack of collaboration between school and home can create a gap in the support system for students, hindering their overall progress.

2.5 Community characteristics

The environment where students learn extends far beyond the classroom walls. The characteristics of the surrounding community play a profound role in shaping their academic journeys and influencing their school outcomes. Let's delve deeper into how various aspects of a community can impact a learner's success.

C Diamond (2016) indicates that socioeconomic factors within a community are particularly influential. Communities with high poverty rates often face limitations in resources available to schools. This can translate to a shortage of qualified teachers, a lack of up-to-date learning materials, and limited access to after-school programs that provide academic enrichment. These limitations can create hurdles for students, potentially hindering their achievement. Conversely, communities with a strong financial footing tend to have better-funded schools with more resources. Additionally, if a significant portion of the community holds college degrees, it fosters a culture that values education. This creates a positive atmosphere where students are surrounded by role models who have achieved higher education, potentially motivating them to pursue similar goals. Social factors within a community also play a significant role. Strong family involvement in education is a crucial element for student success. When families are actively involved, taking an interest in their children's learning and participating in school activities, it creates growth. Furthermore, a safe and secure community is paramount. If students feel threatened or unsafe on their way to or from school, itself, it can create anxiety and hinder focus on learning. Finally, the overall expectations a community holds for its students can have a significant impact. If a community has a strong emphasis on academic achievement, it can create a positive pressure that motivates students to strive for excellence.

SA Moore (2023) on Structural school characteristics and neighborhood risk factors indicates that the Communities play a supportive role by providing resources that extend beyond the traditional classroom setting. Libraries and learning centers offer valuable after-school programs and enrichment opportunities that can supplement in-school learning. Mentorship programs can connect Strong partnerships between schools and community organizations can further enhance the learning environment. By collaborating, schools can leverage the resources and expertise available within the community, and opportunities to succeed. In conclusion, the characteristics of a community have a multifaceted impact on student learning. From socioeconomic factors to social support systems and available resources, the environment students live in shapes their experiences and influences their academic outcomes. Recognizing this connection is crucial for educators and policymakers alike, as it highlights the importance of fostering positive community-school partnerships and creating environments that value and support education for all learners.

2.6 Summary of the literature

The chapter has reviewed the literature relevant to the study and starts by looking at the theoretical framework whereby the theory of social capital theory lays the foundation on the concept of school outcome alongside cultural values, cultural practices and community characteristics.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of measurement of variables, research instruments, validity of measurements, reliability of measurement, techniques, Logistical and Ethical consideration, references and appendix.

3.1 Research Design

Based on James 2019, a research design is accomplish the study objectives done to ensure the research is effective through the research design. Because the research focused on that the study would largely be interested in producing, the study will use a descriptive survey research design.

3.2 Study Area

Research on the impact of Giriama cultural practices on school enrollment in Watamu ward, Kenya is important because it can improve educational outcomes, empower the Giriama community, reduce educational inequality, and contribute to sustainable development by promoting education within the community. Examining this specific schools in a specific ward challenges that had provide insights into unique hurdles faced by the students and teachers, allowing for targeted interventions and the sharing of best practices to benefit future school learners across Kenya.

3.3 Target Population

Based on Kathari (2013), entire group of people and things that the researcher choses for his or her research. Therefore study will target 20 school heads, 300 teachers 4 educational officers. Therefore, 324, including the school heads from Watamu ward public schools, teachers, and educational officers.

3.4 Sampling technique

The research had employed the Simple random technique. Therefore, each respondent will have for the study in order to acquire accurate data.

3.5 Sample size

According to Mugenda (2003), thirty percent (30%) of the total population makes up an adequate variable for the study. Therefore, the study will have the thirty percent of the population of the respondents comprising of 6 school heads, 90 teachers and 1 educational officer.

3.6 Measurement of variables

The study used nominal scale to obtain data on how the cultural practices, cultural values and community characteristics affects school outcome in public schools of Watamu ward.

3.7 Research instruments

The research employed two research instruments that is questionnaires and interview to carry out the Study. The research administered questionnaires to the school heads, and educational officers to ensure that there is provision of accurate data. Therefore, questionnaires acquire accurate data from the teachers.

3. 8 Validity of measurement

Before the study, the research tools (questionnaire) were tested to make sure the responses are reliable and consistent. On the content validity of the research study, the researcher had enlisted the assistance of the academic supervisor, who will verify that errors are identified, corrected, and proper language is utilized to avoid unclear terminology. Therefore this ensured that the research tool will be reliable and valid.

3.9 Reliability of measurements

Based on (2014) Moskal et al. Reliability is its capacity to perform consistently and precisely over time. Reliability is the assumption that any meaningful results ought to be more than a single finding and be naturally reproducible. It must be possible for other researchers to carry out the exact same study under the identical circumstances and produce the same outcomes.

3.10 Data collection technique

the questionnaires where by the respondents will be required to give out the qualitative information. The researcher personally employed face to face questionnaire to ensure valid and reliable information.

3.11 Data analysis

The qualitative and quantitative data that will be collected was analyzed quantitatively through content analysis and be organized into various themes. The data was again be analyzed using stratified package for social sciences .The result that obtained was presented inform of chats and frequently distribution tables.

3.12 Logistical and Ethical consideration

I asked for the permission from the head teacher and educational officers for authorization before going to the institutions and asking for permission to give out instruments to the teachers and principals' .I concentrated on ethical problems throughout the curriculum. I am committed to maintaining the privacy and confidentiality of the data gathered from responders. The researcher will provide an introduction letter informing them of the purpose of the research. The research will be carried out in a way that respects the respondents' values and traditions

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the analysis and interpretation of the study findings, guided with an overview of the findings, followed by a detailed discussion of field. The findings are discussed in the context of existing literature and the study's conceptual framework.

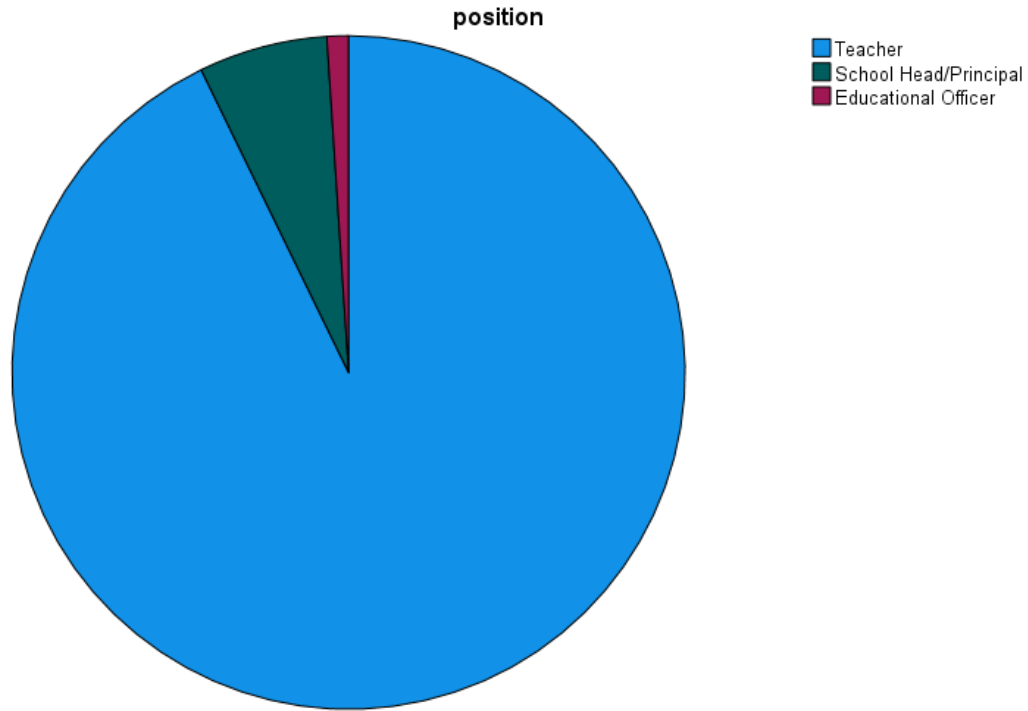
4.1 Response Rate

4.1.1 Position

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	90	92.8	92.8	92.8
	School Head/Principal	6	6.2	6.2	99.0
	Educational Officer	1	1.0	1.0	100.0
	Total	97	100.0	100.0	

The majority of respondents were teachers, representing 92.8% of the sample, followed by school heads/principals at 6.2%, and a minimal representation from educational officers (1%). This distribution reflects a focus on frontline how cultural practices and community involvement impact school enrollment.



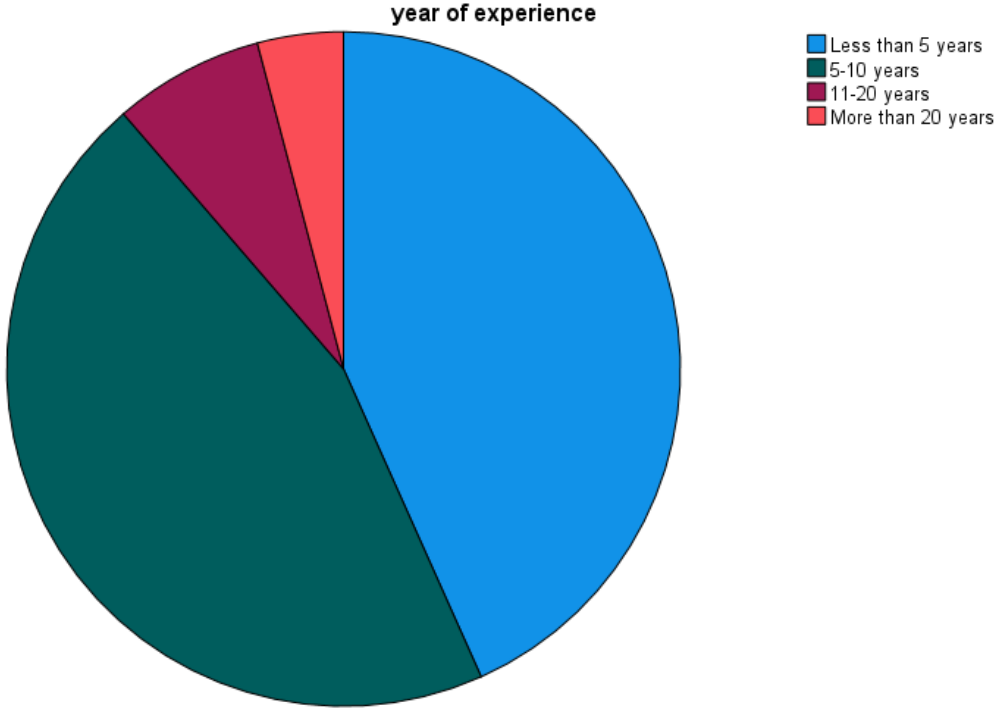
The findings in the pie chart visually highlights the dominance of teachers in the sample, indicating a well-rounded perspective from those most involved in day-to-day educational activities.

4.1.2 Years of Experience

year of experience

		Frequen	Percen	Valid	Cumulative
		cy	t	Percent	Percent
Val	Less than 5 years	42	43.3	43.3	43.3
id	5-10 years	44	45.4	45.4	88.7
	11-20 years	7	7.2	7.2	95.9
	More than 20 years	4	4.1	4.1	100.0
	Total	97	100.0	100.0	

Most respondents have between 5 to 10 years of experience (45.4%), followed closely by those with less than 5 years (43.3%). A smaller portion has 11-20 years of experience (7.2%), and only 4.1% have over 20 years mix provides experienced educators, ensuring diverse perspectives on cultural impacts and community involvement in education.



The pie chart emphasizes a balanced representation of new and moderately experienced teachers, with fewer contributions from highly experienced educators. This indicates a dynamic workforce with insights into current challenges in school enrollment. The nearly equal split between newer teachers and those with several years of experience creates a well-rounded view. Newer teachers may bring energy and new approaches to tackling cultural challenges, while more experienced educators can draw on years of navigating these complexities. Together, they offer a balanced and thoughtful narrative on school enrollment dynamics.

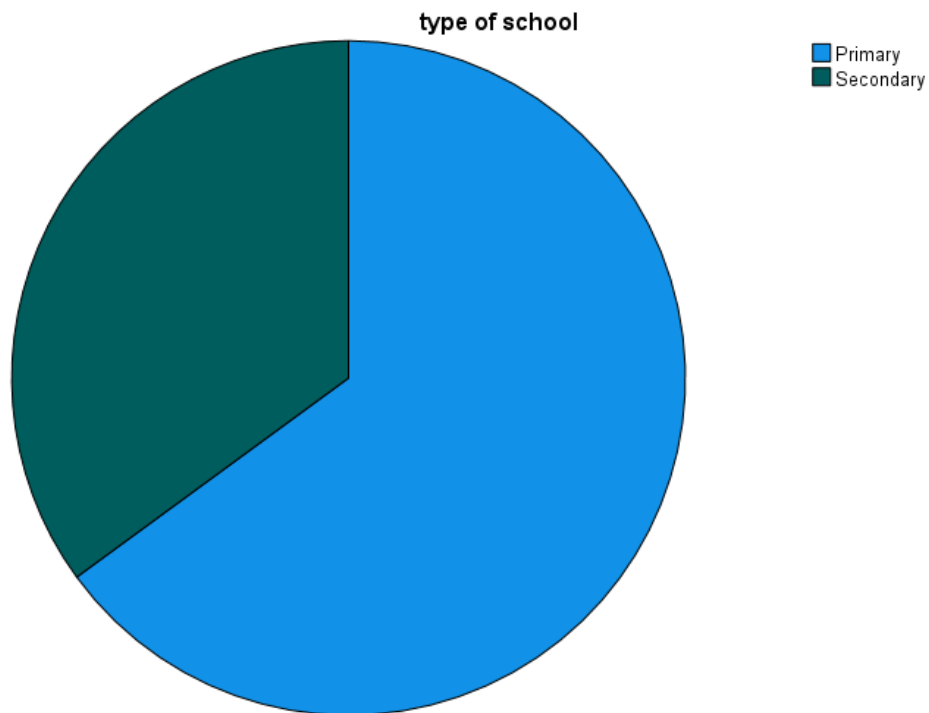
4.1.3 Type of School

Type of school

		Frequen cy	Percen t	Valid Percent	Cumulative Percent
Val	Primary	63	64.9	64.9	64.9

id	Secondary	34	35.1	35.1	100.0
	Total	97	100.0	100.0	

from primary schools (64.9%), while secondary schools account for 35.1%. This suggests that most insights pertain to early stages of education, where cultural practices and community involvement may have a more significant impact on enrollment and retention.



The pie chart shows a clear majority from primary schools, highlighting the focus on foundational education stages

4.2 Overview of the Objectives

4.2.1 Cultural practices

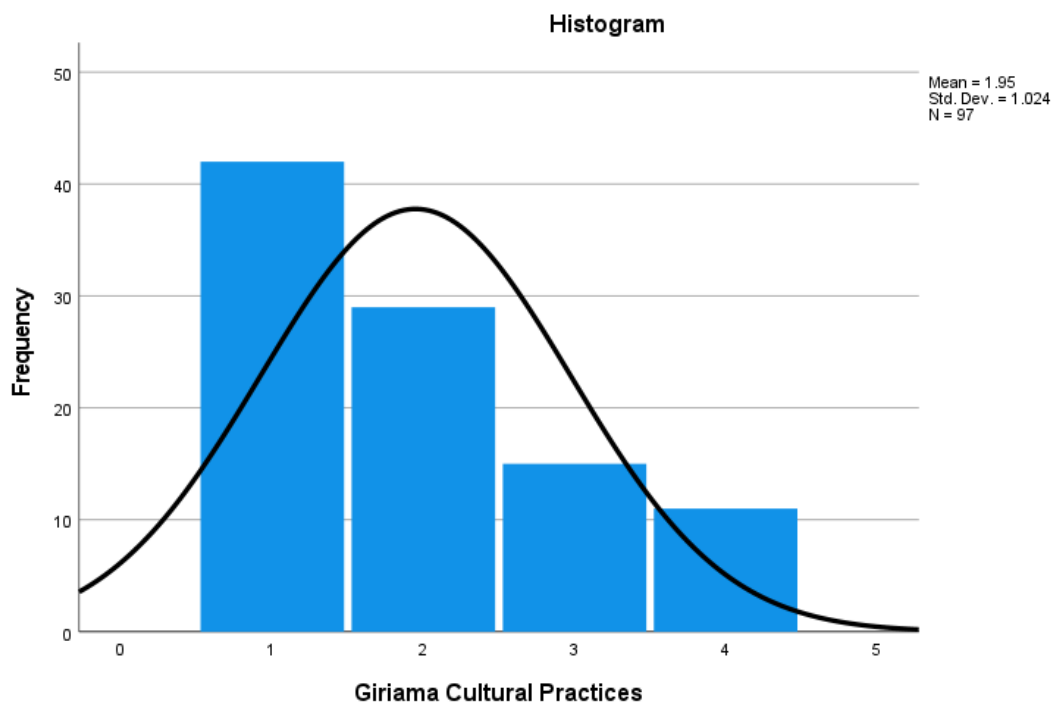
Descriptive Statistics

N	Minimum	Maximum	Mean	Std. Deviation	Variance
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To what extent do you agree with the following statements regarding the impact of Giriama cultural practices on school enrollment?	97	1	5	1.71	1.050	1.103
. How frequently do cultural practices in the Giriama community (e.g., rites of passage, traditional ceremonies)	97	1	4	1.73	1.005	1.011
Which specific Giriama cultural practices have the most influence on school enrollment and attendance in your experience? (Please select all that apply)	97	1	4	1.95	1.024	1.049
In your opinion, how do these cultural practices influence the attitudes of students and parents toward education?	97	1	4	2.31	1.103	1.216
Valid N (list wise)	97					

In exploring how Giriama cultural practices and community involvement shape school enrollment, this section reflects the study's overarching goal: to uncover the cultural dynamics that either propel or hinder children—especially girls—on their educational journey. The focus isn't just on statistics but on real-world implications for students, teachers, and communities.

Education in this context is more than attending classes; it is about navigating can either open doors or close them. This study's objectives were to assess these cultural forces, understand how they shape attitudes toward schooling, and schools and the community.



The findings reveal a layered and complex picture of how cultural practices affect school enrollment. Teachers and community members alike recognize the significant role these traditions play in shaping children's educational experiences. Many Giriama cultural practices, such as rites of passage and traditional ceremonies, are seen as milestones of identity and belonging. However, these same practices often clash with school schedules. For instance, a family might prioritize a rite of passage over attending school, leading to absenteeism or even dropouts. One respondent shared how students often miss critical school days because of extended family obligations tied to cultural rituals.

4.2.2 Community Involvement

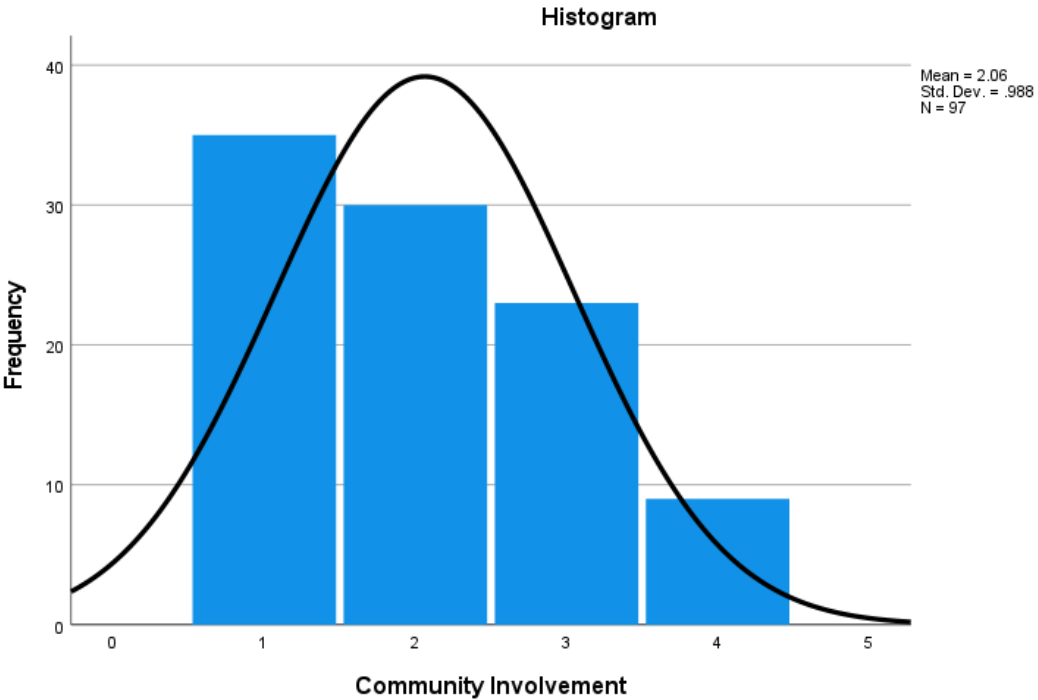
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
How would you rate the level of community involvement in promoting school enrollment and retention in your area How?	97	1	4	2.10	.895	.802
Are there community-driven initiatives that specifically support or promote school enrollment?	97	1	3	1.47	.663	.439
To what extent do you agree with the following statements about community involvement in education?	97	1	5	2.11	1.145	1.310
What forms of community support are most effective in promoting school enrollment? (Select all that apply)	97	1	4	2.00	1.173	1.375

Valid N (list wise)	97					
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Community involvement emerged as a crucial factor. The study found a moderate level of involvement (mean score of 2.10). Community-driven initiatives, including mentorship programs and financial support, play a significant role in encouraging school enrollment. However, limited resources and lack of awareness hinder broader participation

Enrollment rates.



T community-driven initiatives such as financial aid or mentorship are few (as seen in the low mean score of 1.47 for "Presence of Community-Driven Initiatives"), the level of support does not sufficiently reach all students. The uneven distribution of community involvement is likely a contributing factor to the stagnation or decline in enrollment rates, as only a limited number of students benefit from the available resources. He moderate level of community involvement suggests that school enrollment could be higher if there were more coordinated, consistent, and structured initiatives. For instance, if there were formal mentorship programs, scholarship schemes, or better community awareness campaigns, the community’s role could play a more pivotal role in increasing school enrollment

4.3 School Enrolment

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Are there any policies or interventions that you think could address the impact of cultural practices on school enrollment?	97	1	2	1.25	.434	.188
To what extent do you agree with the following statements about school enrollment in your area?	97	1	5	1.87	.812	.659
Based on your experience, what are the main factors that influence school enrollment in Giriama communities?	97	1	5	1.76	1.223	1.495
How would you describe the current school enrollment trends in your area?	97	1	3	1.65	.646	.418
Valid N (list wise)	97					

The findings indicate that a stronger, more organized community effort could help overcome the existing barriers to education. There's potential to enhance school enrollment by creating more

formalized community-driven initiatives, such as scholarships, mentorship programs, and awareness campaigns that target families most affected by these cultural practices.

4.4 Regression Variable

Model Summary

Model	R	Adjusted R Square	Std. Error of the Estimate
1	.940 ^a	.883	.279
2	.941 ^b	.885	.278

a. Predictors: (Constant), Giriama Cultural Practices

b. Predictors: (Constant), Giriama Cultural Practices , Community Involvement

$R^2 = 0.883$, indicating that cultural practices alone explain 88.3% of the variation in school enrollment.

The findings show that (Constant), Giriama Cultural Practices, Community Involvement $R^2 = 0.885$, showing a slight increase when community involvement is included.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	55.636	1	55.636	716.754	.000 ^b
	Residual	7.374	95	.078		
	Total	63.010	96			
2	Regression	55.759	2	27.880	361.412	.000 ^c
	Residual	7.251	94	.077		

Total	63.010	96			
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a. Dependent Variable: School Enrollment

b. Predictors: (Constant), Giriama Cultural Practices

The findings ($p < 0.05$), confirming the strong relationship between the predictors and school enrollment.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.325	.061		5.328	.000
	Giriama Cultural Practices	.743	.028	.940	26.772	.000
2	(Constant)	.294	.066		4.482	.000
	Giriama Cultural Practices	.655	.075	.828	8.706	.000
	Community Involvement	.098	.078	.120	1.262	.210

a. Dependent Variable: School Enrollment

The regression analysis highlights the critical practices in shaping school enrollment. Community involvement, though beneficial, plays a secondary role. This suggests that addressing cultural barriers is paramount, with community support serving as a reinforcing factor. These numbers reflect a deeper truth: changing cultural norms takes time and persistent effort. Educators and challenge practices that hinder education while promoting those that support it. Community involvement, though secondary, is essential in creating an environment where education is valued and accessible.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

Study's findings, draws conclusions based on the research objectives, and offers recommendations for policy, practice, and further research. The study investigated the impact of Giriama cultural practices and community involvement on school enrollment in Watamu Ward, Kilifi County. Promoting education within culturally rich communities.

5.1 Summary of Findings

The study addressed three main objectives, each revealing significant insights into the relationship between cultural practices, community involvement, and school enrollment:

1. Impact of Giriama Cultural Practices on School Enrollment:

The findings showed that cultural practices such as child marriage, vocational training, and traditional ceremonies significantly hinder school enrollment, especially for girls. While some cultural values support discipline and respect for education, the negative aspects, such as prioritizing early marriage, overshadow these benefits.

2. Role of Community Involvement:

Community involvement in education was found to be moderate. Like mentorship programs and informal support, these are neither widespread nor sufficiently structured. The absence of formal community-driven programs limits their potential impact.

3. School Enrollment Trends and Policy Interventions:

The study identified declining or stagnant school enrollment rates, driven by cultural and socio-economic barriers. There is a lack of effective policies and interventions addressing these issues. The regression analysis confirmed that cultural practices significantly influence enrollment, with community involvement playing a supportive but less critical role.

5.2 Conclusions

Based on the findings, the following conclusions are drawn:

- **Cultural Barriers Remain a Major Obstacle:**

Cultural practices continue to pose significant challenges to school enrollment, particularly for girls. The persistence of early marriage and vocational priorities highlights the need for targeted cultural interventions.

- **Community Engagement is Crucial but Underdeveloped:**

While community involvement holds great potential, it is currently underutilized. Strengthening community structures and fostering partnerships can enhance support for education.

- **Policy Gaps Need Urgent Attention:**

Existing policies are insufficient in addressing the unique cultural and socio-economic challenges faced by students in Watamu Ward. Comprehensive, culturally sensitive policies are essential for improving school enrollment rates.

5.3 Recommendations for Policy and Practice

1. **Culturally Sensitive Educational Programs:**

Develop programs that respect and integrate cultural practices while promoting education. Schools can incorporate traditional knowledge into the curriculum to make learning more relevant and engaging.

2. **Community Mobilization and Support:**

Establish formal community-driven initiatives, such as mentorship programs, scholarship funds, and awareness campaigns. Engaging local leaders and parents in educational advocacy can foster a supportive environment.

3. **Policy Reforms:**

Policymakers should design and implement policies that address cultural barriers to education. This includes providing incentives for families to keep their children in school.

4. **Teacher Training and Support:**

Train teachers to handle cultural sensitivities and engage effectively with communities. Equipping educators with the tools to bridge cultural gaps can improve student retention and performance.

5.4 Recommendations for Further Research

1. **Longitudinal Studies on Cultural Change:**

Future research could track changes in cultural attitudes toward education over time, providing insights into the effectiveness of interventions.

2. **Gender-Specific Studies:**

Investigate the unique challenges faced by girls in accessing education within culturally conservative communities.

3. **Impact of Community-Led Interventions:**

Research the long-term impact of community-driven educational initiatives to identify best practices and scalable solutions.

4. **Policy Effectiveness Analysis:**

5. Conduct studies to assess the effectiveness of existing policies aimed at improving school enrollment and retention rates

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APPENDICES

BUDGET

ITEM/ ACTIVITY	COST
Printing	Sh. 3000
Stationary	Sh. 1000
Transport	Sh. 1000
Miscellaneous	Sh. 1000

TOTAL COST.Ksh6000

WORK SCHEDULE

ACTIVIT Y	MA Y	JU N	JUL Y	AU G	SEP T	OC T	NO V	DE C	JA N	FE B.	MA R	APRI L
Identificati on of topic												
Proposal writing												
Proposal defense												
Data Collection												
Data Analysis												
Report Writing												

Submission n													
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Research questionnaires:

School Head's Questionnaires

Cultural Values:

In your experience, how do traditional Agiriama learning styles (e.g., emphasis on rote learning or practical skills) affect student enrollment in public schools?

How do the educational values and expectations within Agiriama families (e.g., prioritizing work or vocational training over formal education) influence school enrollment rates?

Does your school incorporate any aspects of Agiriama culture into its curriculum or teaching methods? If yes, please elaborate.

Community Characteristics:

How does the socioeconomic status of the Agiriama community (e.g., poverty levels) impact families' ability to send their children to school?

How does the cultural diversity within the Agiriama community (if present) influence school enrollment patterns?

Cultural Practices:

Have you observed any religious beliefs within the Agiriama community that may discourage school attendance? If yes, please elaborate.

How does the traditional Agiriama family structure (e.g., extended families) influence decisions about child education?

Community Involvement:

increase community involvement in supporting public school enrollment?

initiatives in your school or community that have encouraged Agiriama families to enroll their children in public schools? If yes, please describe them.

Teacher's Questionnaires

Cultural Values:

In your classroom experience, how do traditional Agiriama learning styles impact student engagement and learning outcomes?

related to the cultural expectations regarding education within Agiriama families? If yes, please elaborate.

Cultural Practices:

How have you observed religious beliefs or family dynamics affecting student participation in school activities?

within the Agiriama community that you believe could be leveraged to promote the value of education?

Community Involvement:

collaborate with Agiriama families to encourage school enrollment?

Have you participated in any community outreach programs to promote public education within the Agiriama community? If yes, please describe your experiences.

Educational Officer's Questionnaires

Based on your observations, what are the main cultural factors influencing school enrollment rates in Agiriama communities?

Are there any regional or national policies or programs that address the specific educational needs of the Agiriama community? please elaborate on their effectiveness.

Community Involvement:

What initiatives has your department undertaken to encourage community involvement in supporting public schools within the Agiriama region?

What recommendations can you offer to improve collaboration between schools, families, and community leaders to promote education within the Agiriama community?