

Effect of Pupils' Involvement in Tourism Activities on Their Academic Performance in KCPE in Diani, Kwale County

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Abstract: The main objective of the paper was to investigate the effect of pupils' involvement in tourism activities in Diani Zone in Kwale County. This was carried out through the examination of the tourism activities in which pupils involve themselves in and the factors contributing to their involvement in the tourism activities. The investigation was through an empirical investigation using the quantitative method of data collection through questionnaires on the Curriculum Support Officer (CSO), eight(8) head teachers, twenty four(24) class teachers and one hundred and forty three(143) pupils and interviews on five (5) community members of Diani. The data collected from the survey was analyzed and results expressed in frequencies and percentages. The findings revealed that pupils' involvement in tourism activities in Diani, Kwale County, negatively affects their academic performance in KCPE. The paper, therefore, recommends that laws be enacted to curb the problem of pupils' involvement in tourism activities. It also suggests that similar studies be conducted to compare the findings on the effect of pupils' involvement in tourism activities on their academic performance in KCPE in other parts of the Coastal region.

Key words: Effect, Involvement, Tourism activities, Academic performance, Diani

Date of Submission: 05-05-2018

Date of acceptance: 24-05-2018

I. Introduction

Surveys have shown that the tourism industry is important not only to the developing but also the developed countries in the world (UNESCO, 1979). Scholars such as Foster(1994), Pearce(1989), Young(1973), Smith (1977) and Adora(2010), have all discussed the importance of the tourism industry. Tourism is a source of economic wealth to the countries of the world. It serves as an avenue for economic diversification (Adowelle and Ageni, 2011). Tourism is beneficial not only to countries but also local economies (Bankole and Odularu, 2006). It generates foreign exchange, provides income for countries and employment for the local population. More importantly, it is a source of governments' revenue. This is why the World Tourism Organization (1997) stresses that many countries in the world depend on the tourism industry. Currently, countries such as Kenya, Morocco, Nigeria, Tunisia and Egypt benefit from the industry.

However, as Bulbeck (2005) argues, the tourism industry has been a source of a number of problems which include the exploitation of children.

According to the UN World Tourism Organization's **Global Code of Ethics for Tourism**(1999), "*the exploitation of human beings in any form, particularly sexual, especially when applied to children, conflicts with the fundamental aims of tourism and is the negation of tourism.*"

Tourism activities children involve themselves in

According to Black(1995), the number of children working in the tourism industry, most of whom are pupils, runs from 13 to 19 million children under the age of 18. This accounts for around 10-15 percent of the formal tourism labour market.

However the International Labour Organization(ILO,1996), asserts that more than 250 million children, most of whom are pupils below the age of 18 are involved in child labour in various sectors including the tourism industry. Out of the 250 million children, 62 percent are in Asia, 32 percent in Africa and 7 percent in Latin America.

Pupils in different parts of both the developed and developing countries are involved in different tourism activities. It is worth noting that children's involvement in tourism activities has a historical dimension. It goes back to the industrial revolution when children worked as tour guides (Dorman, 2001).

The Brazilian authorities agree that more than 250,000 children are involved in tourism related activities. According to MercelHazeu (2014), children in Brazil in areas such as Rio de Janeiro, Sao Paulo and Salvador de Bahia are involved in activities such as shoe shining, street vending and begging.

In the Philippines, children work as waiters, cooks, dancers, bar hostesses, receptionists, janitors and prostitutes (Hazeu, 2014). In Namibia, children are involved in hawking and prostitution (Mapure, 2009). In Guatemala pupils are involved hawking, prostitution and begging (Tauson, 2009)

According to the World Tourism Organization (WTO), children in India work in small restaurants and shacks selling curios and trinkets. They also work as beach boys and girls, rag pickers, tourist guides or begging. In hotels, they work as bell boys, waiters and waitresses, maids, house-keeping, kitchen helpers or dish washers or servers, porters and coolies. In North Africa, pupils are involved in tourism such as prostitution (WTO).

Nigeria's National Bureau of statistics working with the International Labour Organization (ILO, 2003), revealed that pupils are involved in tourism activities ranging from hawking to prostitution.

The UNICEF-Kenya (2007) revealed that pupils in Diani engage in tourism activities during school hours. A report by the US Department of Labour, Bureau of International Labour Affairs (2011), indicated that there is a high incidence of child prostitution in Kenya's Coastal region. The same report revealed that pupils are engaged in begging and hawking by day and prostitution by night.

Officially, the problem of pupils' involvement in tourism activities in Diani does not exist. Revelations are usually made by the media and the Non-Governmental Organizations (NGOs). Media reports are at times not credible. It was for this reason that the study aimed at establishing the truth, based on empirical evidence, about the tourism activities pupils in Diani are said to be involved in.

Factors contributing to pupils' involvement in tourism activities

The factors influencing pupils' involvement in tourism activities differ from one country to another. However, according to End Child Prostitution and Trafficking (ECPAT, 2013), poverty is the underlying cause.

Poverty and the increasing incidents of adult mortality associated with HIV/AIDS contribute to children's involvement in tourism activities (ECPAT, 2013). According to Pluss (1999), poverty, lack of opportunities and the pressure of globalization coerce children into tourism activities.

In India, pupils involve themselves in tourism activities due to poverty and lack of labour laws to protect them which leads to their exploitation (Reddy, 2012). In Namibia Children involve themselves in hawking and prostitution to support themselves and their families (Mapure, 2009). In some families, education is not important. They believe that work develops skills that can be used to earn income (Ahmed, 2012).

In Guatemala, pupils are pushed into tourism activities by their own parents who believe that through these activities, children learn work skills (Tauson, 2009).

Pupils in Nigeria are involved in tourism due to poverty (Awosusi and Adebun, 2012, Elijah and Okoruwa, 2006). They also work to enhance family incomes and also pay their fees (Omokhodion and Odutse, 2006). In some cases children are forced into tourism activities by their parents to supplement family incomes (Okafor, 2010, Nseabsi and Abiodun, 2010).

However, Maggie Black (1999) and Pluss (1995) argue that pull and push factors contribute to pupils' involvement in tourism activities. Pull factors include poverty, migrations, child trafficking, criminal exploitation, family distress or breakdown, traditional cultural customs; parents allowing their children to work, lack of laws to protect the children, ineffective implementation of the law and lack of decent work for adults. Pull factors comprise the desire for quick money, contact with foreigners and a wide range of job opportunities for young people without educational skills.

Every region is unique. The factors influencing pupils' involvement in tourism activities in different countries, therefore, may not necessarily be the same. The study, therefore, aimed at establishing whether the factors contributing to pupils' involvement in tourism activities in Diani in Kenya are similar to those contributing to pupils' involvement in tourism activities in other countries.

Effect of pupils' involvement in tourism activities on their academic performance

The reaction on the effect of pupils' involvement in tourism activities on their academic performance is mixed. While some researchers agree that it has a negative effect, others disagree.

Surveys conducted in Brazil, Lebanon, Sri Lanka and Turkey, for instance, showed that pupils' involvement in tourism activities does not necessarily affect their academic performance. In fact it enhances education.

Ravallion and Wodon (2000), strongly argue that pupils' involvement in tourism activities has no impact on schooling and academic achievement.

Omokhodion and Odutse (2006) also argue that there is no relationship between any form of work and academic performance. To them, work enhances education. Khan (2001) also agrees that many pupils go to

school and work after school and it does not necessarily affect their academic performance. Young(2009) also says that children in Cambodia combine school with work and it does not compromise their education.

However, according to the International Labour Organization(ILO, 2004), pupils' involvement in any kind of work affects their school attendance and academic performance.

Studies conducted in Vietnam in 2002, found that involvement in tourism activities reduced children's concentration when studying, leading to a negative impact (ILO, 2002). A study carried out by Dr. M.C Ubah(2004) of Ahmadu Bella University, Zaira found that pupils who involved themselves in hawking performed poorly in their exams.

Two other studies conducted by the International Labour Organization (ILO,2003) in Ghana revealed that pupils who worked as domestic porters or hawkers performed poorly in national examinations.

Gibbons(2003) strongly argues that any form of child labour is associated with high repetition and drop-out rate. According to Gunnarsson(2006), Heddy(2003) and Stinebrickner (2003), working and studying simultaneously hinders the acquisition and development of knowledge. Involvement in tourism activities robs children of the interest to learn(Carlson and Kashani, 1988).

Pupils who contribute economically to their family income may not be interested in learning which results in lack of motivation that affects learning. Such pupils may fail to go to school completely or may be unable to pay attention in school due to fatigue (Canagaraja et al, 1999 and Nielson, 1998).

It is crystal clear that scholars hold divergent views with regard to pupils' involvement in tourism activities. It was in the light of these contradictions that the study sought to find out whether or not pupils' involvement in tourism activities in Diani has any effect on their academic performance in the Kenya Certificate of Primary Education(KCPE) examination.

The study area

The study was conducted in Diani inKwale County in the Coastal region. Diani is located some 30 kilometers south of Mombasa city on the mainland Coast along Mombasa-Lungalunga road.

II. METHODOLOGY

The quantitative method of data collection was used in the study. Some of the respondents' opinions were measured on a Likert scale of 5 where 5 denotes strongly agree or very frequently and 1 denotes strongly disagree or never.

From the study population, 8 primary schools were selected using the simple random sampling method to represent the sample frame from where the samples were drawn.

All the head teachers, class teachers of the selected schools and the Curriculum Support Officer (CSO) were requested to take part in the study. A stratified random sampling was used to select the pupils who took part in the study. The convenience sampling method was used to select the community members who took participated in the study. A sample of 22 for each of the 8 schools was selected. The number was neither small nor large to achieve the objective.

A total of 177 questionnaires were administered and collected on the same day by the researcher. The questionnaires had been tested to check for any problem. This had helped in ascertaining their reliability.

At the end of the survey, a total of 176 questionnaires were returned completed, thus a response rate of 99.4 percent was recorded. The data was analyzed using the Statistical Package for Social Science (SPSS) and the results were expressed in simple frequencies and percentages.

III. RESULTS AND DISCUSSION

The results indicated that females predominated in the sample representing 53.0 percent while the male respondents were 47.0 percent.

Most of the teachers were within the age bracket of above 40 years accounting for 51.5 percent. Those within the age bracket of 35-40 years accounted for 18.2 percent just like those who fell under25-30 years. There were only 4 teachers who fell within the age bracket of30-35 which accounted for 12.1 percent.

Majority of the pupils were 14 years old which accounted for 33.6 percent. Those who were 13 years old accounted for 21.0 percent. While 4 pupils were 18 years old each, 6 were 17years old each, 10 were 16 years old each, 10 were also 12 years old each and 6 were 11 years old each. The pupils were mature enough to understand the questions asked. All the teachers were well educated and had stayed in the area long enough to know a lot about the pupils.

The CSO, the head teachers, class teachers, pupils and the community members represented the stake holders well. This enhanced the validity and credibility of the results

As established in the literature review, more than 250 million children are involved in various tourism activities. According to the media reports, pupils along the Coastal region were mainly involved in hawking, guiding tourists, dancing and working in hotels.

In view of the above, the first group of the respondents composed of the CSO, the head teachers and class teachers was asked to state how frequent pupils were involved in the tourism activities. They were asked to rate their responses from very frequently to never. As revealed in Table1, 21.2 percent (7) of the respondents agreed that pupils are very frequently involved in hawking while 24.2 percent (8) of the respondents felt that pupils are frequently involved in the activity. However, 30.3 percent (10) of the respondents were of the opinion that pupils are occasionally involved in hawking while according to 24.2 percent (8) of the respondents, pupils are rarely involved in the activity. The results also indicated that 21.2 percent (7) of the respondents agreed that pupils are very frequently involved in guiding tourists. According to 18.2 percent (6) of the respondents, pupils are frequently involved in the activity. While 27.3 percent (9) of the respondents felt that pupils are occasionally involved in guiding tourists, 30.3 percent (10) were of the opinion that they were rarely involved in it. Only 3.0 percent (1) of the respondents disagreed. The analysis also indicated that only 6.1 percent (2) and 9.1percent (3) of the respondents were of the opinions that pupils very frequently and frequently work in hotels respectively. However, while 27.3 percent (9) of the respondents agreed that pupils occasionally work in hotels, 39.4 percent (13) felt that they rarely worked in hotels and 18.2 percent (6) of the respondents disagreed. Finally, while 42.4 percent (14) of the respondents agreed that pupils frequently dance in hotels, 24.2 percent (8) agreed that they occasionally do it. However, 27.3 percent (9) were of the opinion that pupils are rarely involved in the activity and 6.1 percent (2) of the respondents disagreed.

Table1: How frequently pupils are involved in tourism activities.

R	HWK		GDT		WKH		DNG	
	f	%	f	%	f	%	f	%
NV			1	3.0	6	18.2	2	6.1
RY	8	24.2	10	30.3	13	39.4	9	27.3
OC	10	30.3	9	27.3	9	27.3	8	24.2
FRQ	8	24.2	6	18.2	3	9.1	7	21.2
VF	7	21.2	7	21.2	2	6.1	7	21.2
TTL	33	100	33	100	33	100	33	100

Key

- R-Response
- NV-Never
- RY-Rarely
- OC-Occasionally
- FRQ-Frequently
- VF-Very Frequently
- TT-Total
- HWK-Hawking
- GDT-Guiding tourists
- WKH-Working in hotels
- DNG-Dancing in Hotels

The second group of respondents composed of the pupils was asked to rate its responses as either agree or disagree. According to the results, 69.9 percent (100) of the respondents agreed that pupils are involved in hawking and the rest 30.1 percent (43) disagreed. The analysis also indicated that 52.4 percent (75) of the respondents agreed that pupils guide tourists but the rest 47.6 percent (68) disagreed. The results also show that only 28.0 percent (40) of the respondents agreed that pupils work in hotels. The rest 72.0 percent (103) disagreed. Finally, the analysis showed that 67.8 of the respondents (97) agreed and the rest 32.2 percent (46) disagreed that pupils dance in hotels.

Table2: Tourism activities pupils involve themselves in

R	HWK		GDT		WH		DNG	
	f	%	f	%	f	%	f	%
AG	100	69.9	75	52.4	40	28	97	67.8
DIS	43	30.1	68	47.6	103	72	46	32.8
TT	143	100	143	100	143	100	143	100

Key

- R-Response
- AG-Agree
- DIS-Disagree

TT-Total
 HWK-Hawking
 GDT-Guiding tourists
 WKH-Working in hotels
 DNG-Dancing in hotels

The interviews with the five(5) community members also revealed that apart from hawking, guiding tourists and dancing in hotels, pupils are also involved in prostitution, massaging of the tourists and the preparation of pornography materials.

From the analysis, pupils in Diani are mainly involved in hawking, guiding tourists and dancing in hotels for money. They are also involved in prostitution, massaging of the tourists and the preparation of pornography materials.

These are the same tourism activities pupils in other countries involve themselves in. This simply implies that policies developed and implemented successfully in those countries to combat the problem can also be formulated and implemented with a degree of success in Diani in Kenya. The Government of Kenya should be ready to Learn from the other countries experiencing the same problem.

Also asked through the questionnaires were the factors that contribute to pupils' involvement in tourism activities. From the literature review, poverty was the underlying factor. Other factors included the desire for quick money, family breakdown, and contact with strangers and pressure from parents.

The analysis shows that 49.4 percent (87) of the respondents strongly agreed and 30.1 percent (53) others agreed that poverty forces pupils into tourism activities. While 1.7 percent (3) of the respondents was undecided, 9.7 percent (17) and 9.1 percent (16) of the respondents disagreed and strongly disagreed that poverty contributes to pupils' involvement in tourism activities respectively. The results also indicate that 92.0 percent (162) of the respondents agreed that the desire for quick money lures pupils into tourism activities. However, while 1.1 percent (2) of the respondents was undecided, 4.0 percent (7) and 2.8 percent (5) of the respondents disagreed and strongly disagreed that the desire for money contributes to pupils' involvement in tourism activities respectively. According to the results, 45.5 percent (80) of the respondents agreed that the presence of the Whites also contributes to pupils' involvement in tourism activities. However, 11.4 percent (20) of the respondents were undecided and the remaining 43.2 percent (76) respondents generally disagreed. Finally, the analysis indicates that, generally, only 34.1 percent (60) of the respondents agreed pressure from parents forces pupils into tourism activities. While 10.2 percent (18) of the respondents were undecided, the rest 55.7 percent (98) of the respondents generally disagreed.

Table3: Factors for the involvement in tourism activities

R	PTY		DMY		PW		PP	
	f	%	f	%	f	%	f	%
SD	16	9.1	5	2.8	37	21.0	63	35.8
D	17	9.7	7	4.0	39	22.2	35	19.9
UD	3	1.7	2	1.1	20	11.4	18	10.2
A	53	30.1	78	44.3	55	31.3	46	26.1
SA	87	49.4	84	47.7	25	14.2	14	8.0
TT	176	100	176	100	176	100	176	100

Key

- SD-Strongly
- D-Disagree
- UD-Undecided
- A-Agree
- SA-Strongly Agree
- TT-Total
- PTY-Poverty
- DMY-Desire for money
- PW-Presence of the Whites
- PP-Pressure from Parents

The responses from the interviews indicated that broken families, forced repetition and corporal punishment, peer pressure, the search for pen-pals and the promises of riches and trips to foreign countries also contributes to pupils' involvement in tourism activities.

According to the results, poverty, the desire for quick money and the presence of the Whites are the main factors contributing to pupils' involvement in tourism activities in Diani. Other factors include

broken families, forced repetition and corporal punishment, peer pressure, the search for pen-pals and the promises of riches and trips to foreign countries.

More studies should be conducted using different methods to find out whether there other hidden factors that could be contributing to pupils' involvement in tourism activities in Diani.

The respondents were also asked to give their opinions as to whether pupils' involvement in tourism activities negatively affected their academic performance.

As indicated in the literature review, there is controversy on whether pupils' involvement in tourism activities affects their academic performance. While some researchers believe that it enhances education others disagree. However, the analysis indicated that 9.1 percent (16) of the respondents strongly agreed while 75.6 percent (133) agreed that pupils' involvement in tourism activities affectstheir academic performance in KCPE. Only 15.3 percent (27) of the respondents disagreed.

Table 4: Impact of involvement in tourism activities on academic

Response	F	%	Valid %	Cumulative %
DIS	27	15.3	15.3	15.3
AGR	133	75.6	75.6	90.9
SA	16	9.1	9.1	100.0
TT	176	100	100	

Key

DIS-Disagree

AGR-Agree

SA-Strongly Agree

TT-Total

All the five community members interviewed agree that pupils' involvement in tourism activities negatively affects their academic performance in KCPE

The analysis clearly indicates that pupils' involvement in tourism activities in Diani Zone, Kwale County, negatively affects their academic performance in KCPE.

IV. CONCLUSION

The study set out to investigate the effect of pupils' involvement in tourism on their academic performance. The tourism activities pupils involve themselves in and the factors contributing to this involvement have also been discussed.

The implication of the study is that pupils' involvement in tourism activities in Diani negatively affects their academic performance and concrete measures should be taken to reverse the trend or the level of education in the area will continue to decline.

Education, which is the cornerstone of economic and social development of any society, is a right every child is entitled to. It was for this reason that the Government of Kenya introduced Free Primary Education (FPE) in 2003 to enable every child to enjoy his or her right to education.

The paper, therefore, asserts the case for the need for both the Central and theKwale County Governments to enact laws to bar pupils from involving themselves in tourism activities failure to which the level of education in Diani will continue to decline. The implication will be that the Government will continue wasting resources on pupils who do not benefit from them.

As Figuera(2001) strongly argues, the tourism sector in any country should be planned and developed for the full benefit to manifest in sustainable development.

Suggestion for further studies

The study suggests that there is a glaring necessity for other studies to be conducted in other parts of the Coastal region like Mtwapa, Kilifi, Malindi and Lamu to compare the findings on the effect of pupils' involvement in tourism activities on their academic performance.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Francis Maluki, Dr. Alice Masese "Effect of Pupils' Involvement in Tourism Activities on Their Academic Performance in KCPE in Diani, Kwale County." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 05, 2018, pp. 50-56.