IMPACT OF CULTURAL PRACTICES ON ENROLMENT AND
RETENTION OF GIRL-CHILD IN PUBLIC PRIMARY
SCHOOLS IN SAMBURU COUNTY, KENYA

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EDUCATION IN PARTIAL FULFILMENT FOR THE AWARD
OF THE DEGREE OF MASTER OF EDUCATION OF
KENYATTA UNIVERSITY

DECEMBER, 2016
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification.

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DEDICATION

I dedicate this work to my loving parents Mr. and Mrs. John Lemiso Chepkorom who have been my pillar of strength and have always supported my passion for academic excellence. May God bless you.
ACKNOWLEDGEMENT

I would like to thank all my University lecturers who taught me during the course of my study. Sincere gratitude to the Chairperson Department of Educational Management, Policy and Curriculum Studies, Kenyatta University, Dr. Ndiritu K. John for coordinating all activities in the department hence a successful completion of my studies.

I deeply acknowledge the moral support, cooperation and guidance of my supervisors Dr. S. N. Waweru and Dr. Florence Itegi of Kenyatta University. They walked this journey with me and ensured a successful completion of my project.

My gratitude also goes to the Ministry of Education, Samburu County for giving me permission to conduct research in the county and also providing me with the necessary information I needed to conduct research.

I am forever grateful to my parents Mr. and Mrs. John Lemiso Chepkorom for the financial and moral support which enabled me to complete my studies. Thank you for paying my school fees whenever I was unable to. I also appreciate the concern of my siblings Daniel, Moses, Amos, Sarah, Ruth and my niece, Gloria. Many thanks too to my cousin Mercy Cherotich and her husband Lewis Suke for always hosting me in their house whenever I was working on my project.
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<td>Arid and Semi-Arid Lands</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FGM</td>
<td>Female Genital Mutilation</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>GEM</td>
<td>Girls Education Movement</td>
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<td>GER</td>
<td>Gross Enrolment Rate</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>MDSs</td>
<td>Millenium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NACOSTI</td>
<td>National Council for Science, Technology and Innovation</td>
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<td>NER</td>
<td>Net Enrolment Rate</td>
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ABSTRACT

The purpose of the study was to find out the impact of cultural practices on enrolment and retention of the girl-child in public primary schools in Kirisia Division, Samburu County, Kenya. The objectives of the study were to: (i) find out the gender parity rate in enrolment and retention in public primary schools (ii) analyze the impact of Female Genital Mutilation on enrolment and retention of girls in public primary schools (iii) establish the extent of gender discrimination and preference for boys enrolment and retention in public primary schools (iv) establish the impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools. The study used descriptive survey design. The target population was 26 headteachers, 256 teachers and 1,777 pupils in the 10 public primary schools in Kirisia Division and 1,777 parents, 9 MOEST officials, 15 opinion leaders and 8 local chiefs in Kirisia Division, Samburu County. The sample population consisted of 10 headteachers, 25 teachers, 266 pupils, 10 parents, 3 MOEST officials, 2 opinion leaders and 2 chiefs. Questionnaires and interview guides were used to collect data. The data analytical statistics that were used to analyze the data were frequencies and percentages. The data was then presented in tables, pie-charts and bar-graphs. The study established that in rural areas there is a wide disparity in enrolment and retention between boys and girls while enrolment and retention in urban areas is almost at par. The study also found that majority of the girls in rural schools have undergone FGM compared to those urban schools leading to low enrolment and retention of girls in rural areas. Another finding was that majority of the parents prefer to educate the boy-child and also early pregnancies and marriages cause many girls to drop out of school to get married. The study recommended that awareness campaigns should be carried out by local leaders and county education officers to sensitize parents on the rights of girl-child education, the government, churches and NGOs to encourage the community to practise an alternative rite of passage instead of FGM, barazas to be organized by churches, NGOs and chiefs to sensitize parents on the importance of education to all children and the government should build schools which are girl-friendly to help reduce cases of early pregnancies and marriages.
CHAPTER ONE
INTRODUCTION AND CONTEXTUALIZATION OF THE STUDY

1.1 Introduction
This chapter introduces the reader to the topic and the background to the study. It also outlines the statement of the problem, purpose of the study, the objectives of the study, the research questions, significance of the study, limitations and delimitations of the study, assumptions, the theoretical and conceptual framework and the operational definition of terms.

1.2 Background to the Study
Education is the act or process of imparting or acquiring knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. Like all human rights, education is a basic human right and it is universal and inalienable. Education is valued because it contributes to national development through provision of an appropriate human resource that helps to spur productivity and eliminate poverty, disease and ignorance (Republic of Kenya, 2005). Education of girls in particular, contributes to various aspects of their lives such as increased productivity, family health and nutrition, reduced fertility rates and related child mortality rates (Psacharopoulos and Patrinos, 2004).

Education for girls is one of the criteria pathways to promote social and economic development (World Bank, 2009). Since 2002, United Nations Educational,
Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar Education For All (EFA) goals.

Considering the fact that education for girls and women is an urgent priority, the Dakar Framework for Action contained a time-bound goal (Goal 5) devoted specifically to gender parity and equality in education. Special attention has also been given to girls and women in other goals; for instance, two goals stipulate that by 2015 all children, particularly girls, children in difficult situations and those belonging to ethnic minorities will have access to complete, quality, free and compulsory primary education.

Compared to other countries of the world, Africa is still lagging behind in female participation in education because of social, economic, political and cultural factors. Cultural factors such as Female Genital Mutilation, early pregnancies and marriages, prioritizing boy-child education among others are believed to have a big influence on enrolment and retention of girls in schools. Due to long persistence of low female enrolment in schools in Tanzania, the government has attempted several strategies to lessen the problem. Universal Primary Education (UPE) was introduced in 1977 and the Education Act No.25 of 1978. The latter gave the government the power to enforce compulsory enrolment and attendance of girls and boys in schools. Moreover, Girls Secondary Education Support Program (GSES) was also introduced as one of the strategies to eliminate gender disparity in education in Tanzania.

The declaration of the Free Primary Education (FPE) policy in January 2003 by the Kenya government was a move in the right direction to try and address some of the
concerns raised in the Koech report. However, this policy lacked the affirmative action component to tackle problems relating to the marginalized communities (WHO, 2006). Culture can be conceptualized as ‘shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of a community that are transmitted across generations (Sifuna, 2007).

Cultural tendencies impact the way children participate in education. In a number of Kenyan communities, girls spend more time doing household chores leaving them with very little time to study at home. If a family member falls sick, girls drop out of school to look after the sick relatives. It becomes worse when a mother dies and the girl has to take over the responsibilities at home. Some cultures (especially in the north) have also contributed to the low rate of girl-child education. Girls are given out for marriage at a very tender age. This exposes them to certain reproductive diseases and challenges like Vasco Vaginal Fistula (VVF).

According to studies on prevalence undertaken by WHO on cultural practices in at least 28 African countries, Kenya had 40%, Tanzania 15% and Uganda 20% prevalence rates of traditional practices such as FGM and early marriages. A study by UNESCO (2010) in Turkana which is a pastoral community like the Samburu people who mostly depend on traditional nomadic life shows that they move from one place to another in search of green pasture and water for their animals. As they move from one region to another, the children drop out of school since the movement is for a whole family, which has greatly affected retention in primary education in pastoral communities.
According to UNESCO (2010) cultural beliefs and values that children are a source of wealth especially girls and boys providing protection and security to the family and society has really affected their participation in education. These beliefs have actually denied children enrolment to ECDE centers and primary schools since these beliefs have intensified in them and their daily lives.

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In a traditional Samburu context, girls are expected to become part of their husband’s household and as such daughters are not sent to school, since investments
in daughters’ education accrue to their future husbands’ family whereas boys’ education is an investment to stay in the family. These gender specific roles may be responsible for continuing wide gaps in education across gender in patriarchal areas. Cultural factors have been blamed over the low education access, participation, and completion rates for girls since Kenya's independence in 1963 in Arid and Semi-Arid regions in Kenya. This area is dominantly occupied by nomadic pastoral people. The limitations facing education of girls in arid Kenya has attracted various actions. While enrolment at lower levels of primary school are almost the same for both boys and girls, the gaps starts to widen in upper primary as more girls than boys leave school in Samburu County. Several reasons have been given to explain this situation. Gender discrimination and preference for boys, Female Genital Mutilation (FGM) and other cultural practices that favor early marriage and early childbearing are some of the factors contributing to this current state of affairs.

National interventions have however been critiqued as being inappropriate for the social, cultural, economic and geographic realities of this region and inadequate to mitigate the historical deprivation the region has experienced. The Samburu community also rely on animals for their livelihood, like other pastoralist communities, they move from one region to another in search of pastures, they practice early marriages. Samburu community attaches little importance to education due to their nomadic lifestyles which requires them to move from one place to another in search of grazing fields. Only a few of their children who go to primary school get the chance to proceed to higher education.
1.3 Statement of the Problem

Two of the eight MDGs relate to training namely: universal primary completion and gender parity in primary and secondary education. Investing in a girl’s education benefits the individual, society and the world as a whole. Education also leads to development of a nation and its people hence eradicating poverty. A majority of girls in Kenya still lack access to education due to cultural practices such as Female Genital Mutilation, early pregnancies and marriages, preference for boys and poverty.

The persistent declining school enrolment and retention in ASALs threatens to marginalize these communities in terms of education and therefore fail to participate in national development. This therefore propelled the researcher to carry out a study to assess the impact of cultural practices on enrolment and retention of the girl-child in public primary schools in Kirisia Division.

1.3.1 Purpose of the Study

The main purpose of this study was to establish the impact of cultural practices on enrolment and retention of the girl-child in public primary schools in Samburu County, Kenya.

1.3.2 Objectives of the Study

The following were the objectives of the study:

i. To find out the gender parity rate in enrolment and retention in public primary schools in Kirisia Division.

ii. To analyze the impact of FGM on enrolment and retention of girls in public primary schools in Kirisia Division.
iii. To establish the extent of gender discrimination and preference for boys enrolment and retention in public primary schools in Kirisia Division.

iv. To establish the impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools in Kirisia Division.

1.3.3 Research Questions

The following were the research questions of the study:

i. What is the impact of FGM on enrolment and retention of girls in public primary schools in Kirisia Division?

ii. What is the extent of gender discrimination and preference for boys’ enrolment and retention in public primary schools in Kirisia Division?

iii. What is the impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools in Kirisia Division?

iv. What is the gender parity rate in primary school enrolment and retention in Kirisia Division?

1.4 Significance of the Study

The study concentrated on cultural practices which influence enrolment and retention of girls in public primary schools in Kirisia Division and also paid special attention to gender disparity that exists in primary school enrolment and retention. Such information will be useful for stakeholders in education in coming up with effective interventions to the problem among the pastoralist communities in the region.

Parents and teachers will use the research findings in mobilizing local communities to ensure that all school going children who are out of school are enrolled.
The study findings can also be used by parents and educational officers in the region to mitigate the risk of school children drop outs. This research will add to the body of knowledge on the unique cultural challenges that face children among the various pastoral communities in ASALs.

1.5 Limitation and Delimitation

1.5.1 Limitation

The researcher was not in a position to control the attitudes of the respondents while they responded to the research instruments. This would have lead to biasness. Again, the schools in Kirisia Division are sparsely populated which was compounded by a poor road network and lack of an adequate means of transport. The researcher used a motorcycle to access the area.

1.5.2 Delimitation

This study only focus on the girl child for purposes of clarity of findings. However much we are aware that cultural practices also to a larger extent affect the enrolment and retention of the boy child in public schools, this study focused only on the girl-child. The study was mainly conducted in public primary schools in Samburu County only as opposed to primary schools in the entire Arid and Semi-arid areas. This helped in narrowing the scope of the study. The findings of the study should be generalized to other areas.

There are other factors that impact on enrolment and retention of girls but this study focused only on cultural practices.
1.6 Assumptions

The study was based on the following assumptions:

(i) That cultural practices impact on enrolment and retention of girls in public primary schools in Kirisia Division.

(ii) That the head teachers, teachers, parents, pupils, local leaders and MoE officials have knowledge of the cultural practices that impact on enrolment and retention of girls in public primary schools in Kirisia Division.

1.7 Theoretical Framework

The study adopted the ecological systems theory (Bronfenbrenner, 1997) which states that human development is influenced by the different types of environments in which a person lives. According to Bronfenbrenner (1997) the interactions between a number of overlapping ecosystems affect a person significantly. These ecosystems are micro system, meso system, exosystem, macro system and chronosystem. This theory looks at a child’s development within the context of the system of relationships that form his/her environment. The complex layers of environment (ecosystems) each has an effect on the child’s development.

The interaction between factors in the child’s maturing biology, his/her immediate family/community and the societal landscape fuel and steer the child’s development. Changes or conflict in one layer will ripple throughout other layers. To study a child’s development therefore, we must focus not only on the child and his/her immediate environment, but also the interaction of the larger environment.

A child finds him/herself interacting with different environments at the same time, from the home environment moving outward to the larger environments such as the
school and the society. A child who lives in a society where cultural practices such as FGM, early pregnancies and marriages and gender preference are dominant, is less likely to attend school thereby leading to low enrolment and retention. In areas where these cultural practices are not practiced, enrolment and retention of pupils is quite high.

1.8 Conceptual Framework

The conceptual framework represents the relationship between independent variables, intervening variables and dependent variables. Conceptual framework has therefore been developed from the reviewed literature and related theories.

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Intervening Variables</th>
<th>Dependent variables</th>
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<tr>
<td>FGM</td>
<td>Government policies</td>
<td>Enrolment</td>
</tr>
<tr>
<td>Gender preference</td>
<td>Societal interventions</td>
<td>And Retention</td>
</tr>
<tr>
<td>Early pregnancies and marriages</td>
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Figure 1.1: Relationship between independent, intervening and dependent variables

The independent variables are the various cultural practices such as FGM, gender discrimination and preference for boys, early pregnancies and marriages. Gender discrimination and preference for boys has affected enrolment and retention of girls
in schools because girls are withdrawn from school to get married to older men and participate in household activities while boys continue with school.

Cultural practices like early pregnancy, early marriage and FGM lead to frequent absenteeism from school, repetition, loss of interest and poor academic performance and finally dropping out of school.

Enrolment and retention rates are dependent on the cultural practices. These cultural practices lead to low enrolment and retention of girls in schools.

The intervening variables such as the government policies and societal interventions come in between the independent and dependent variables. They influence the dependent variables in that although there are factors which lead to drop out, the government policies once enhanced can control drop out of girls from school. Strategies such as The School Feeding Programme motivates children especially those from poor households to attend school regularly thereby increasing enrolment and retention. In low cost boarding schools, pupils don’t pay at all and the donor agencies supporting the programme also offer various forms of support like boarding facilities, sanitary towels, stationery and uniforms. This encourages many children to attend school hence increasing enrolment and retention.
1.9 **Operational definition of Terms**

**Enrolment**-The total number of pupils properly registered and/or attending classes at a school.

**Enrolment rate**-The percentage of pupils who are properly registered and/or attending classes at a school.

**Retention**-The ability to keep or withhold learners in school.

**Retention rate**-It is the percentage of pupils who remain in an educational institution.

**Drop out**-A learner who withdraws from school without completing the required school years.

**Dropout rate**-The percentage of pupils who withdraw from school eminently before completing the primary school cycle against those who are enrolled in class one.

**Gender** – Social and cultural distinctions between men and women. The distinctions refer to roles, relations and identities that people associate with sex. Those associated with females are called feminine and those associated with males are called masculine.

**Gender discrimination** – Refers to unequal or preferential treatment given to individuals or groups based on their gender thus results into reduced access to or control of resources and opportunities.

**Gender disparity** – Refers to differences or unequal or unfair treatment of the males and females.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section will look at theoretical review; empirical review and conceptual framework of the subject are in order to identify gaps to be filled by the current study. It presents a critical review of information on girl-child school enrollment and performance in primary school as presented by other scholars, the literature gap and the theories that guided this study. It also states the cultural practices that have great influence on the enrolment and retention of girls in primary public schools.

2.2 To find out the gender parity rate in enrolment and retention in public primary schools

Women and the girl child represent a significant portion of every nation’s human resources base; together they constitute a pool of talent for the development of their immediate communities and larger societies. The focus of discussions in several national and international settings have been those addressing women’s needs, rights and advancement as well as those focusing on the role of education in supporting sustainable development and poverty alleviation.

Educating a girl increases her income thereby reducing chances of poverty. Educating girls gives them a chance to make life changing decisions for themselves and their children thereby having a community that is successful, an energetic and empowered workforce and a wealthier and healthier nation. The vision of girls’ education is also enshrined in the constitution and policy framework hence enabling
the government to design strategies, interventions and schemes with specific objectives that impinge on girls’ education.

One of the Millenium Development Goals (MDGs) related to education is the elimination of gender disparity at the primary and secondary school levels. However, despite the often reports of progress over the past years, many countries are still far from reaching this goal. Scores of countries report that they will not make the goal of full enrolment of girls into school (UNESCO, 2008).

In 2005, only 59 out of 181 countries (about one third) with data available had achieved gender parity by 1999 in gross enrolment rates for both primary and secondary education and most are developed countries or countries in transition (fourteen in North America and Western Europe, fifteen in Eastern and Central Europe, five in Central Asia), or countries in Latin America and the Caribbean. In some countries, the situation is dire and there is little progress. The female GER in 2008 was still only 80 percent of the male GER or less in a number of Sub-Saharan African countries as well as in Afghanistan, Pakistan and Yemen (World Bank, 2011).

The pace of reducing gender disparity has been much slower both at a global level and in those regions with the widest disparities in 1991 (the Arab States, East Asia and the Pacific, South and West Asia and Sub-Saharan Africa (UNESCO, 2008).

The 2012 World Development Report World Bank (2012) focuses on gender and development and states explicitly that gender equality is a core development
objective in its own right. According to the Report, gender equality enhances the productivity of the current generation and improves development outcomes for the next.

One of the main mechanisms of development that arises from gender equality is the improvement in education that moves hand in hand with gender equality. Most economists and international development agencies believe that girls who receive education not only improve their own vocational opportunities, living conditions and social status but also promote economic growth and social development of the entire nation (Glewwe and Kremer, 2006).

World Bank (2011) has established that despite the adverse role that gender equality can have on development, many countries exhibit gender inequality in many dimensions, including education. Almost half of the world’s elementary school-aged girls who are not in school live in Africa; almost a quarter live in South Asia. UNESCO (2005) indicates that in India, the second most populous country in the world, of all elementary school-aged children who should be in school and are not, the majority are girls at 56 percent. The elementary drop out rate of girls was twice as high as that of boys in Equitorial Guinea and Grenada.

In Egypt, Iraq, Liberia, Morocco, Turkey and Yemen, between three to four girls drop out for every two boys (UNESCO, 2005). The secondary drop out rate for girls is also high (UNESCO, 2011). This can be attributed to the fact that education in Africa for women has faced a high tide with a history of conservative patriarchal customs that have caused tribal cultures to marginalize girls’ education. Due to
traditions of early marriage, women are focusing on family management and have less access to the use of information from today’s technology. This has created gender gaps in certain areas of Africa.

In Liberia, the primary teaching workforce is male-dominated. There are barriers that dissuade women from becoming teachers and experiences and job conditions that render teaching a challenging profession. Women face several cultural barriers to receiving an education. Specifically the patrilineal assumptions that imply a girl is a resource for her husband’s family, early onset of sexual activity and teenage pregnancy, early marriage and low investment in the education of girls on a national level all seriously compromise a girl’s ability to stay in school in Liberia. Few girls completing education means few girls are available to become teachers at any level (FAWE, 2010).

According to UN statistics, South Africa of all African regions today has the highest percentage of children who are given greater access to education at the primary level. Children attending school at the primary level go from 96 percent to 70 percent at the secondary level then onto a drastic drop of 7 percent participation at the college level. Unfortunately, participation for girls and women come in less numbers since girls are kept from school to marry and have children.

Today in Uganda and around the world, Girls Education Movement Clubs are attempting to turn the tides that make it hard to stay in school. Girls Education Movement Clubs work to improve these conditions and to guide girls in schools to continue on especially to receive higher education. It is also promoting education of
math, science and all new technologies to girls to help them step into the modern world (UNICEF, 2010).

Despite a free primary education policy introduced by the Kenyan government in 2003, a substantial number of children who should benefit from it are still out of school, even though gains have been made between 1998 and 2009. According to Kenya Demographic and Health Surveys, among girls aged 6 to 13, enrolment improved from 87 percent to 94 percent between 1998 and 2009. But 6 percent of the nearly 8,000 girls sampled were still out of school (UNESCO, 2010a).

A study by Enos (2003) shows that in 2000, the National Gross Enrolment Rates (GER) in primary education was 87.6% increasing marginally to 91% in 2001 before declining to 90.8% in 2002. In 2002, there was some gender imbalance in enrolment across the classes, the highest discrepancy being in standard eight. For the boys, the transition rate from class 4 in 1998 to class 8 in 2002 was 79.4%, while that for girls was 75.0%. Conversely, the survival rates for the girls who joined class 1 in 1998 to class 5 was 81.1%, compared to 77.2% for boys. A total of 514,350 candidates sat for the Kenya Certificate of Primary Education (K.C.P.E) in 2002 with 47.5% being girls, compared to 480,996 registered in 2001.

The same study by Enos (2003) goes ahead to point out that although the GER indicates a positive rise, it obscures the full extent of the challenges facing education. For example, of the children who enroll in primary schools in Kenya, girls in particular do not stay long enough to complete the cycle. The completion rates in the last five years at this level have remained at the 47% mark. Girls drop
out of school along the way because their education is interfered with practices such as FGM, gender preference and early marriages.

Another study by UNICEF indicates that despite efforts by the government of Kenya to ensure all children access education, primary school enrolment and retention, especially of girls, is particularly low in arid and semi-arid regions of Kenya. In 2000 there were just over 13.5% girls enrolled for primary education compared to 26% boys. By 2004, in spite of the free education system, there were just less than one girl out of every five going to primary school and an estimated 33% boys enrolled.

According to a UNICEF study carried out in six districts (Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu) in 1998, the proximity and access to primary schools is a predetermining factor to enrolment and retention. In ASAL areas, distance between schools and homes is far and the educational delivery systems are often incompatible with the lifestyle of nomadic people. Limited number of schools and highly dispersed terrain and lack of transport makes access to school difficult for children of school going age.

In the aftermath of the free primary education policy, enrolments rose in all provinces of the country, but regional inequalities that existed before the policy's enactment in 2003 were still persistent in 2008/09 in most regions such as North Eastern Province. The introduction of Free Primary Education (FPE) contributed to a significant increase in enrolment levels for both boys and girls. Enrolment increased from 5.9 million in 2002 to 7.5 million children. Net Enrolment Rate
increased from 77 percent registered in 2002 to 84 percent. Even completion rates increased with a higher number of children making the transition to secondary education. There are however major geographic and gender disparities with only about 23 percent of children in North Eastern Province attending school. Enrolment rates for girls are even lower with the Net Enrolment Rate for girls estimated at about 15 percent (UNICEF & Others, 2009). The increase in enrolment notwithstanding, there are higher drop out and lower completion rates among girls especially in upper primary and secondary level in certain parts of the country.

Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. About 57 million children around the world are not going to school. The report, ‘Children Still Battling to go to School’, finds that 95% of the 28.5 million children not getting primary school education live in low and lower-middle income countries – 44% in sub-Saharan Africa, 19% in south and west Asia and 14% in the Arab states (UNICEF & others, 2009).

Participation of the girl-child continues to be a challenge in some communities in Kenya. In particular, the cultural practice of early marriage for young girls haunts many families as their young girls are drawn from school and married to comparatively older men. Achoka et al (2007) conducted a survey on the inherent concerns of access to basic education in Kenya. They found that most disparities occurred in Nairobi and North Eastern provinces. Gross enrolment in North Eastern province was 23 percent. In spite of the fact that 18,453,583 (53%) of the Kenyan population is female, the study established that girl-child access to primary school
was less than that of the boy-child in most provinces except for central and western. Some researchers say that there are still significant disparities in access to education between males and females (Davis, Deborah, Pierre, L., Yusheng, P., 2007). In contrast, other studies conducted in China find that gender inequality in education has improved (Liu, 2004; Wu and Zhang, 2010). This means that while some African and Asian countries are still struggling to attain gender parity in education, this has already been achieved in the developed world.

### 2.3 The impact of FGM on the rate of enrolment and retention of girls in public primary schools

Socio-cultural attitudes and practices have a big influence on education of the girl child in Samburu County. One such practice is Female Genital Mutilation/Cutting (FGM/C). It is a traditional practice which involves the partial or total removal of, or other injury to the female genital organs for cultural or other non-therapeutic reasons (WHO, 2008). Girls exposed to FGM/C are a risk of immediate physical consequences, such as severe pain, bleeding and shock, difficulty passing urine and faeces and infections WHO,2008). According to Rushwan (1996) it also leads to long term complications like painful or blocked menses, recurrent urinary tract infections, dermoid cysts, and keloid scars (hardening of the scars), infertility and increases the risk of HIV infection. Girls or women undergoing this procedure are also adversely affected in psychological respects because of the trauma that they experience.

According to the Global Women project (2007), many girls in the Samburu region quit school as soon as they undergo FGM which is still widely practiced in that
region and other parts of Africa. In this region, the practice involves a ceremony to perform the cutting, followed by a month long seclusion for the wounds to heal during which the girls are often beaten and then a big family and community celebration after the seclusion ends where abusive songs are often sung. Because of the harmful physical and psychological effects FGM prevents most girls who undergo it from finishing their education.

Research highlights a number of important points with regard to rites of passage ceremonies which mark the move from childhood to adulthood. Firstly, the ceremony and preparations for it may overlap with the school calendar, which can increase absenteeism and potential dropouts from school (Boyle, Brock, Mace, & Sibbons, 2002; Kane et al., 2004; Lucas, Adrienne & Isaac Mbiti).

The Turkana people in northern Kenya also hold on to cultural beliefs and values that children are a source of wealth especially girls who bring dowry to the home when they get married and boys provide protection and security to the family and society. These beliefs have denied children a chance to enroll in ECDE centers and primary schools since pastoral nomadism has been greatly intensified in them.

Girls undertaking initiation ceremonies had primary schooling disrupted, with ceremonies sometimes taking place in term time, absenteeism lasting up to one month, and sometimes leading to drop out, again for girls, it was often considered ‘shameful’ for them to return to school (Sifuna, 2007). Secondly, money available for schooling might be used for the initiation event (Kane et al., 2004) and lastly,
this move into adulthood at times means that ‘new’ adults can think themselves too
grown up for schooling.

Nekatibeb (2012) describes how communities in Ethiopia accept these girls as
‘adults’, but teachers or schools continue to consider them as children and this may
create tension. Initiation ceremonies thus affect girls’ and boys’ access differently in
different contexts.

The parents of the girls and the local area chiefs usually face charges for allowing
their girls to undergo a practice which was banned by the government due to its
health complications (Educationnews.co.ke/narok rescue centers, 2014).

A related study was done by Munyiri (2007) in Mukogodo Division in Laikipia
District. Her study aimed at identifying the causes of dropping out in primary
schools. She found out that socio-cultural factors such as initiation ceremonies,
gender socialization and religion caused pupils to drop out of school hence affecting
enrolment and retention. This study further observed that traditional beliefs and
practices such as FGM, cattle rustling, early marriages and night traditional dances
largely contributed to dropping out.

Munyiri (2007) suggested further research to be conducted on factors that cause
primary school dropout in other district in Kenya and a replication of the study after
5 to 10 years from the time of study to find out the changes that have taken place in
the management of primary school education in Kenya. This study filled the gap by
conducting research in a different location and time so as to shed light on the efforts
made by the government and other relevant bodies to enhance enrolment and retention of primary school pupils.

2.4 Gender discrimination and preference for boys enrolment and retention in public primary schools

Gender refers to the socially constructed roles, behaviour, activities and attributes that a given society at a given time and place considers appropriate for men and women, boys and girls and the relationships between them. Gender defines and differentiates what men and women, boys and girls are expected to be and do. Home is where children are first taught about gender roles from parents, siblings and other relatives. When children learn gender discrimination and preference in the home environment, it usually has an effect on them in their early years and this forms the foundation for the way a girl is treated in her entire life.

The notion that boys are better than girls is deeply engrossed in some societies because of the belief that the biological family of the girl does not benefit from educating a daughter, since the girl becomes a member of her husband’s family when she marries, and they will reap the benefits; family and peer pressure for early marriage, as women are valued by the number of children they have, has led households and societies to enroll more boys in school (Adrienne & Mbiti, 2011). Therefore, parents hesitate to invest in a girl because they feel like they are taking care of someone else’s property.

Another form of discrimination occurs whereby some children are withdrawn from school by parents to engage in household activities such as babysitting of younger
children, fetching water and firewood, cooking and taking care of sick relatives. In most cases girls perform these tasks while boys continue with schooling. Boys engage in home activities only in cases where there are no girls in the family. Also, when it comes to physical labour such as farmwork or splitting firewood, boys are considered stronger than girls and able to perform such tasks.

Prajakta (2016) says that in India the home, the school, religion and media as being key to shaping these practices of son preference and gender discrimination. Home is the first institution of our lives, and sons are preferred by parents for various reasons. They are considered to be the carriers of family lineage. On the other hand, girls are supposed to drain the family’s resources through dowry. Thus an advantage is given to sons in food, medical care and education, among other things.

In India education of sons is supposed to be more important as they are considered to be the breadwinners. On the other hand, girls are supposed to learn the household chores, they are trained to be nurturers and care givers. In case of limited resources, the boys are sent to better schools and colleges compromising a girl’s education. Many times their education is altogether stopped to help their mothers who work outside to support family income. Even in religious matters sons are the major stakeholders performing all religious rites and rituals. A daughter’s position is considered less important. Moreso, girls and women are also termed to be inauspicious due to their monthly cycle. During this time they are prohibited to enter the temple (Prajakta, 2016).
A similar study by Obunga (2011) in Malanga Zone, Siaya District found that pupils dropped out due to parental preference of one sex over the other. Parents preferred to educate the boy child especially when the family was faced with economic hardships. She also noted that pupils dropped out due to gender biasness which existed in terms of gender roles and responsibilities. Girls did all the household work before and after school. This made it difficult for them to balance school work and household chores hence performing poorly in school and finally dropping out.

However, Kabuku (2012) who conducted a study in Embu County, found out that there was no significant relationship between gender and dropping out of school. She also found out that cultural practices did not contribute to pupils dropping out of school. This study sought to fill this gap by establishing the impact of cultural practices on pupils’ enrolment and retention.

An organization called The Coexist Initiative: Standing in the Gap says that girls in Dadaab and Kakuma refugee camps in Kenya are repressed by diverse attributes of male dominance, controlled by traditional perceptions of a woman, and abused by the time-honoured customs of their diverse communities. The prejudice against girls in refugee settings is not about race or ethnicity, but rather about gender and sexuality. Many of these girls have witnessed horrific scenes characterized by rape, violence, abandonment, starvation and hate. These girls face economic, socio-cultural, biological and protection barriers that make it more difficult for them- as girls- to access quality education (coexist.co.ke).
Although Kenya’s education policy does not discriminate against girls and women, significant disparities have characterized our education. There has been a serious regional disparity in primary school enrolment in Kenya, particularly in the Arid and semi-Arid Lands (ASAL) where pastoralism and nomadism predominates. In North Eastern for example, the average primary school NER is about 20.5 per cent. By gender, the figures are 25.8 per cent for boys and 14.6 per cent for girls. In general, completion rates indicate that slightly more boys than girls complete primary education. It is revealed that though enrolment in primary schools in the county had increased from 118,000 in 2013 to 130,000 in 2014 due to enhanced sensitization campaigns on the value of education, the transition rates from class one to the subsequent classes is still worrying (MOEST, 2003).

The NARC government declared Free Primary Education (FPE) beginning January 2003. This was in recognition of the importance of education as a human right as per the provisions of the Children’s Act (2001). However, this process has been severely hampered by constraints that prevent the girl-child specifically from going to school. Available research shows that gender disparitites in enrolment and completion of primary education in Kenya is prevalent especially in poor urban, rural and arid and semi-arid areas and that the causes are multifaceted; driven by the cultural beliefs that it is not important to educate the girl-child compared to be boy-child.
2.5 The impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools

Traditionally, early marriage causes girls to drop out of school. Jane (2008) states that some students who drop-out of school especially girls end up in early marriages and prostitution. Furthermore, survey carried out among Samburu community indicates that girls are forced to early marriage at a tender age of 13 years. Threats of curses befalling those who refuse to get married make it difficult for girls to resist early marriages. Some continue with schooling after marriage but when they get pregnant they have to quit school (B. A. Brown, 2010). This however disadvantages the girls as the boys are left to continue with their education. In the practice of early and forced marriage, the causes are multi-faceted, including poverty, fear of loss of respect, shame and stigma, or the search for protection from the risk of rape and insecurity.

In certain communities, girls, in particular are encouraged to marry as they reach puberty and/or become sexually mature (or in some contexts even earlier). The early marriage of girls is linked to drop outs in certain contexts (UNESCO, 2010). In areas where girls marry early, and/or go to other households, drop out is often high.

One of the most significant factors contributing to school girl drop out and consequently affecting the education attainment of girls is teenage pregnancy and related consequences. Recognizing the negative impact of teenage pregnancy on girls ‘education, the Ministry of Education put in place the Return to School Policy Guideline since the mid-1990s to ensure that girls who became pregnant while still in school got a second chance. The implementation of the guidelines has however
been hindered by range of challenges including negative perceptions from the community, stigma and lack of awareness at various levels. Various factors have been given to explain this situation (UNESCO, 2010).

Another challenge is posed whereby other pupils taunt and mock girls who return to school after giving birth and this makes such girls to withdraw from school due to embarrassment. Efforts by the government and other stakeholders to ensure these girls go back to school after giving birth are therefore thwarted.

Research also highlights a link between age and drop out for girls. For example, when girls start to menstruate or reach ‘maturity’/puberty, they might be withdrawn from schools (Abdullahi, Wanjiru, Musyimi, Glass, & Scott, 2007). In some cases this might be to ensure the girls' reputations are kept ‘intact’. In other cases girls are withdrawn from school at this time to marry (UNICEF, 2007).

According to WHO (2006), although enrolment rates in primary school are higher for girls, fewer girls complete primary school and enroll at secondary schools, compared to boys. According to the latest Kenya Demographic Health Survey (KDHS), 40 percent of adolescent girls without any education are either pregnant or have already become mothers.

Sex education has been integrated into the curriculum but it is too basic hence it does not provide a solution to early pregnancies and marriages based on all the explicit messages that children access to from such a tender age. Various
stakeholders are now supporting the ‘Return to School’ programme so as to fill this gap.

“Each year there is a decline in the number of pupils who move to the next class. By the time those who started in class one are in class eight, the retention rate is a paltry 22 percent. We lose children to early marriage and herding cattle,” he said (Daily Nation 2014). This project is targeting an estimated 35,000 direct beneficiaries and 3.5 million indirect beneficiaries aged between 4-18 years in Garissa, Wajir, Isiolo, Turkana, Samburu, Mandera and Marsabit counties.

The Maasai Girls Rescue Centre and Tasaru Girls Rescue Centre are among some of the rescue centres which have been established in Kajiado and Narok to provide a safe house to girls who have escaped or have been rescued from FGM and forced early marriages at an early age, some as young as seven or eight years old. With the court system, these girls are rescued and taken to the facility where they are given education and training until they become independent, some at eighteen years or above. These girls are usually rescued by human rights organizations with the help of police.

Several studies have been carried out to determine the factors that affect enrolment, retention and the overall participation of pupils in education especially in the ASALs. These include factors such as insecurity, poverty, HIV/AIDS, hunger and drought, cost of schooling among others. One such study was conducted by Lokwete (2013) in Pokot North District in West Pokot County, Kenya. The study found that enrolment and retention of pupils was low in this region because of insecurity and cattle rustling. Cattle rustling caused closure of schools as parents and children ran
away from homes to look for safety in caves, bushes or at the police stations. The study recommended further research on factors affecting enrolment and retention in ASALs and it is in this view that the researcher sought to find out the cultural practices that affect enrolment and retention in Kirisia Division, Samburu County which is classified as an ASAL in Kenya.

M’Myuri (2010) in his study sought to determine the cause of dropout in primary school male pupils. He observed that the effect of family instability was very high. These factors scored 80% among the headteachers, 90% among the guidance and counselling teachers and 66.4% by pupils. However, M’Myuri (2010) did not conduct a study on factors that cause girls to drop out of school. This study filled this gap by examining the cultural practices that cause girls to drop out of school. This study was also carried out in a different social environment from that of the current study.

Mwangi (2015) conducted a study on determinants of wastage in public primary schools in Starehe District, Nairobi County, Kenya. In her study, she found that the major cultural factors influencing drop out of girls from school in Starehe District were early pregnancies, child labour and poverty. Other factors raised by headteachers and teacher counsellors in Starehe District were FGM and community belief respectively. A small proportion mentioned gender issues i.e. preference for boys education. This study filled the gap by establishing that the same cultural factors mentioned by Mwangi (2015) indeed do cause wastage, low enrolment and retention of pupils but in a different geographical area and time.
2.6 Summary of the Review of Related Literature

Many of the researches which have been conducted have revealed that factors which cause low enrolment and retention and drop out cases of pupils vary according to geographical location. However, similar studies carried out earlier show some gap which the researcher sought to fill by carrying out a study on the impact of cultural practices on enrolment and retention of pupils in public primary schools.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the strategies used in conducting the study. It focuses on the research design, location, variables, target population, sampling technique and sampling size, research instruments, pilot study, validity and reliability of the instruments, data collection techniques, data analysis and finally logistical and ethical considerations.

3.2 Research Design

This study was conducted using descriptive survey design which is a method of collecting information using questionnaires or by interviewing respondents. The study adopted this method to obtain data from teachers, pupils, parents, education officers and local leaders in Kirisia Division. The researcher used this method because it gave a full account on how cultural practices affect enrolment and retention of girls in schools and how to curb such practices.

It is an excellent vehicle for the measurement of characteristics of a large population (Orodho, 2003). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster. It also allows questions to be asked personally in an interview or through a questionnaire on things which cannot be observed easily. It is relevant for the study because enables the collection and analysis of both qualitative and quantitative data.
3.2.1 Variables

This study was informed by two dependent variables: enrolment and retention. Enrolment and retention of girls in schools is affected by cultural practices such as FGM, early pregnancies and marriages and gender preference for boys which force girls to drop out of school and take up new roles as wives and mothers or perform household chores such as babysitting, cooking and taking care of old parents.

The independent variables are cultural practices such as FGM, early marriages and preference for boys. Once girls undergo FGM, they feel like they are mature hence they become embarrassed to go back to school. They are also considered to be ripe for marriage. These girls are also considered to be a source of wealth to the family. They are therefore withdrawn from school and forced to marry older men leading to low enrolment and retention in schools.

Intervening variables include government policies and societal interventions. Policies like Free Primary Education, Alternative Rite of Passage and School Food Programme help parents to realize the schooling needs of their daughters thereby taking them to school. Societal interventions by Non-Governmental Organizations and Community Based Organizations give impetus to the government and provide grassroots initiatives to reduce cultural practices hindering enrolment and retention.

3.3 Location of the Study

The study was conducted in Kirisia Division, Samburu County situated in the northern part of the Great Rift-Valley. It is bordered by Turkana County to the north west, Baringo to the south west, Marsabit to the north east, Isiolo to the east and Laikipia to the south. It is classified as an arid and semi-arid area. The inhabitants of
this area are nomadic pastoralists. They keep cows, goats and camel and sell them as a source of livelihood. This area is categorized among the ASALs in Kenya and as such crop farming is not practiced due to inadequate rains and also due to this society’s culture of pastoralism. The researcher carried out research in Kirisia Division because she is familiar with the area.

In Kirisia Division, people engage in cultural practices such as FGM, early marriages, gender preference for boys and nomadic pastoralism which deny girls an opportunity to enroll in school.

3.4 Target Population

In exploratory descriptive survey studies, two categories of respondents are crucial namely: informed specialists and consumers (Luck & Landis, 1992). Consequently, the study target population was 1777 class 7 and 8 pupils in 26 public primary schools, 26 head teachers and 256 teachers. The study also targeted 1777 parents/guardians, 9 most officials, 8 local chiefs and 15 opinion leaders.

<table>
<thead>
<tr>
<th>Table 3.1: Study Population</th>
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<tbody>
<tr>
<td>Subject</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Head teachers</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td>Pupils</td>
</tr>
<tr>
<td>Parents/Guardians</td>
</tr>
<tr>
<td>MOEST officials</td>
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<tr>
<td>Opinion leaders</td>
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<tr>
<td>Local chiefs</td>
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<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

34
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

A sample is a small portion of the target population. By observing the characteristics of a carefully selected and representative sample, one can make inferences about characteristics of a population from which the sample is drawn. Mugenda & Mugenda (1999) suggest that for descriptive studies, 10% and above of the accessible population is adequate to serve as a study sample.

Stratified sampling was used to categorize schools into rural and urban categories. The head teachers of the sampled schools were involved in the study. Simple random sampling was then used to select pupils and teachers to be involved in the study. The researcher identified the population size of the pupils (N) and the sample size (n) after which the population size was divided against the sample size to get the sampling interval (k). Every (k) the element in the school register was selected until the desired sample was reached. The researcher placed a ‘Yes’ symbol on 25 out of 256 small pieces of paper of equal size, color and texture and fold them into equal sizes and shapes, place them in a container, mix well and then each of the 256 teachers was allowed to pick one piece at a time.

The 25 teachers who pick a Yes were included in the study. Random sampling ensured that members of the population had equal chances of being selected (Yates, Daniel, Moore, Starnes, 2008). The researcher used purposive sampling to select the MOEST officials, local and opinion leaders to be involved in the study. Purposive sampling was used on most officials, local and opinion leaders because they possess knowledge on how cultural practices impact enrolment and retention of pupils in
schools thereby providing the researcher with the required information and convenience sampling was used to select parents who served as samples. The selection of parents was based on ease of access. This is a technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

3.5.2 Sample Size

A total of 10 schools representing 40% of the total public primary schools in Kirisia Division were used in the study. The study also included 10 head teachers of the sampled schools;25 teachers who represent 10% of the total population were involved in the study;15% of the total population of pupils which was made up of 266 pupils was involved in the study;10 parents each representing a sampled school were involved in the study;30% of MOEST officials which constitutes 3 members were involved in the study;10% of the opinion leaders which constitutes 2 members were involved in the study and 2 local chiefs were involved in the study which constitutes 20% of the total population.

Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Schools</th>
<th>Respondents</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Head Teachers</td>
</tr>
<tr>
<td>Urban</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Rural</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
3.6 Research Instruments

The study used questionnaires and interview guides for data collection. A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). The research instruments were developed to fit the research design and the plan of data analysis so that the data collected facilitated the answering of research questions. The researcher used questionnaires because they were cheap to prepare and they were free from bias since they were in the respondents own words, respondents had adequate time to answer them at their convenience. The questionnaires helped in collecting information over a short period of time. They were suitable for this study since the population targeted was literate and large and information needed was described easily in writing also.

Interview guides were used because they allowed the researcher to collect non-verbal data (the researcher can read the respondents’ non-verbal cues and provide context to an interviewee’s answers). Interviews also gave the respondents room to ask for clarification from the interviewer if they did not understand a question and also answers given by the interviewees were more spontaneous.

3.7 Piloting Study

Piloting study was done to enable the researcher modify, restructure and eliminate any ambiguous items. Piloting was done to check the content validity of the instruments and the reliability. Reliability helps in measuring the internal consistency of the instruments, to ensure that it answers the questions correctly in order to meet the objectives of the study (Mugenda & Mugenda, 2003). Piloting
ensures that research instruments are clearly stated and that they have some meaning to the respondents.

To carry out pilot study 2 Principals, 2 students and 2 teachers were randomly selected in the sub-county, after which the sample that was used for pilot purpose was not involved in the final data collection process. The researcher used the pilot results to measure the level of consistency in questionnaires in meeting the researcher’s study objectives.

3.7.1 Validity

Content validity is a measure of the degree to which data is collected using a particular concept (Kothari, 2004). The schools that were used for the piloting process were excluded from the main study. Consultations and discussions with supervisors were done to ensure that the questions answered the research objectives. The items that failed to measure the variables that they were designed to measure were modified and others discarded.

3.7.2 Reliability

Kothari (2004) states that an instrument is reliable if it yields consistent results over a period of time. The pilot study was administered to the same group two weeks after it was first administered. Modifications were done and then Spearman’s formula of correlation was used on the two sets of scores to get the correlation coefficient. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended to show that an instrument is reliable. The correlation co-efficient for the instruments was 0.75 therefore the instruments were reliable for the study.
3.8 Data Collection Techniques

The researcher collected data using questionnaires and interview guides. The data collection techniques are discussed below:

3.8.1 Questionnaire

The questionnaire was issued to 10 head teachers, 25 teachers and 266 pupils. The respondents filled in the questionnaires and handed over after completing.

3.8.2 Interview Guide

Interviews were carried out by the researcher to the 10 parents, 3 MOEST officials, 2 opinion leaders and 2 chiefs in Kirisia Division. The participants responded orally to the questions.

3.9 Data Analysis

Quantitative data derived from close-ended questionnaires and interview schedules were coded so as to translate the responses into specific categories. Data analytical statistics that were used to analyse the data were frequencies and percentages. Qualitative data derived from open-ended questionnaires and interview schedules was analysed using content analysis. All the responses were categorized according to their thematic areas and analyzed according to the content. Data presentation was done using tables, pie-charts and bar-graphs.

3.10 Logistical and Ethical Considerations

Logistical, ethical and human relation issues are perceived to be all the processes, activities or actions that a researcher must address or carry out to ensure successful completion of a research project (Orodho, 2009).
Before proceeding for fieldwork, the researcher obtained a letter from the Dean of Graduate School (Kenyatta University) addressed to the National Council for Science, Technology and Innovation (NACOSTI) seeking authority to conduct an educational research. The researcher then proceeded to the Ministry of Education, Samburu County to seek permission to visit the pilot and actual schools to be used in the study.

Every person has the right to privacy which includes the privacy of their communications infringed (Republic of Kenya, 2003). For this reason, the researcher put in place appropriate strategies to persuade respondents to cooperate and be assured of protection of their rights. The information from the participants was kept confidential and used only for the purpose of research. The anonymity of the participants was upheld to prevent them from victimization or public embarrassment. This was achieved by asking respondents to provide data without writing their identities on the instruments. The respondents were assured that the findings of the study would be used for research purposes only and shared by stakeholders and policy makers.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the demographic information of the respondents, presentation, interpretation and discussion of findings. The presentations were done based on the objectives. The focus of the study was the impact of cultural practices on enrolment and retention of the girl-child in public primary school.

The following were the study objectives: to find out the gender parity rate in primary school and retention in Kirisia Division; to analyze the impact of FGM on enrolment and retention of girls in public primary schools in Kirisia Division; to establish the extent of gender discrimination and preference for boys enrolment and retention in public primary schools in Kirisia Division and to establish the impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools in Kirisia Division.

4.2 General and Demographic Information

This section presents the demographic information of the sample that participated in the study. The demographic information focused on gender of the head teachers, teachers, pupils and parents, education level of teachers, education level and marital status of parents and pupils’ class attendance.
Table 4.1: Gender of the head teachers, teachers, and parents

<table>
<thead>
<tr>
<th></th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Male</td>
<td>(3) 75%</td>
<td>(3) 50%</td>
<td>75%</td>
</tr>
<tr>
<td>Female</td>
<td>(1) 25%</td>
<td>(3) 50%</td>
<td>25%</td>
</tr>
<tr>
<td>Totals</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.1 shows the gender of the head teachers, teachers and parents who participated in the study. In rural schools, three quarters and a quarter of the male and female head teachers participated in the study respectively. This means that majority of the parents in rural areas educate boys as compared to girls. In urban schools, half of the male and female head teachers participated in the study. This means that in urban areas, boys and girls are given an equal opportunity to participate in education.

In rural areas, three quarters of the male and a quarter of the female teachers participated in the study. This shows that in rural areas most parents are illiterate and do not see the need of taking their daughters to school. They prefer educating boys since they believe the benefits of educating a boy are immediate. These findings concur with the study by Achoka et al (2007) who found that the most common reasons for low enrolment of the girl child is lack of interest on the part of the parent owing to their own illiteracy.

In urban areas, over two thirds of the male teachers participated in the study while a third of the participants are female teachers. The study revealed that even in urban areas, gender preference does exist. This is because in urban areas, where majority
of the parents are faced with hard economic times, they prefer sending boys to school rather than both boys and girls. This finding concurs with a study conducted by UNICEF (2009) which established that while vast disparities exist in rural areas, poverty can also severely limit a child’s education in urban areas—in some cases, moreso than in the countryside.

In rural areas, half of the male and half of the female parents participated in the study. Also in urban areas, half of the male and half of the female parents participated in the study meaning that parents in both rural and urban areas are interested in the education of the girl child. Some are willing to educate their daughters except that their culture which is deeply embedded in them, does not favour the girl child.

Table 4.2: Gender of pupils who participated in the study

<table>
<thead>
<tr>
<th>Gender</th>
<th>Rural schools</th>
<th>Urban schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>90 (54%)</td>
<td>55 (55%)</td>
</tr>
<tr>
<td>Female</td>
<td>76 (46%)</td>
<td>45 (45%)</td>
</tr>
<tr>
<td>Total</td>
<td>166 (100%)</td>
<td>100 (100%)</td>
</tr>
</tbody>
</table>

Table 4.2 shows the number of pupils who participated in the study in rural and urban schools. In rural schools, slightly over half of the pupils were male, while less than half were female. This indicates that in rural areas, there is gender disparity in enrolment of pupils and also the retention rate of girls is still very low because many girls are affected by cultural practices such as FGM, forced and early marriages and
gender preference for boys hence they end up dropping out of school especially when they reach upper primary i.e. class 7 and 8.

In urban areas, slightly over half of the pupils were male while slightly over half were female. This indicates that even in urban areas, the enrolment of boys is higher than that of girls. This could be interpreted to mean that even in urban areas, the effect of cultural practices is still being felt i.e. some households are still practicing FGM, pulling girls out of school and forcefully marrying them off.

![Figure 4.1: Teacher qualifications as stated by head teachers](image)

Figure 4.1 shows the teachers’ qualifications in urban and rural schools. The majority were P1 teachers where urban schools had 38% as compared to rural schools who had 34%, Diploma qualifications followed with the majority at 30% from urban schools as compared to 23% from Rural schools, ATs were 15% from urban schools and 26% majority from rural schools, P2 were equally found in both categories at 12% in urban schools and 14% in rural schools respectively, the minority were
graduate teachers at 5% in urban schools and 3% in rural schools. Majority of the teachers in urban schools have enrolled in diploma and graduate courses. This has reduced the prevalence of cultural practices in urban schools as teachers are more informed and equipped with knowledge about cultural practices and they transfer this knowledge to girls in schools.

![Figure 4.2: Marital status of parents](image)

Figure 4.2 shows the marital status of parents from rural and urban areas. This study shows that half of the parents in rural areas are married and half of the parents in urban areas are also married while a third in urban areas are single and a half are single in rural areas. The study concurs with the study by Grant & Hallman (2008) who established that the children of single mothers are mostly maintained in school since the single mothers fear being stigmatized as being unable to keep the children in school or educate them. The study by Sifuna (2005) found that parents especially fathers have become irresponsible neglecting their children hence their attendance to school also becomes inconsistent and may eventually drop out of school. Again such parents may not be able to provide basic needs for their children.
Figure 4.3: Education level of parents

Figure 4.3 shows the education levels of parents, the majority of the parents in urban areas had secondary education at 29%, college education at 43% and university education at 29%, these are the highest levels reached as compared to the parents from rural schools who had primary education at 25%, secondary education at 50%, and college education at 25%, these are the highest levels of education reached. This shows that parents from urban schools are more educated than parents in rural schools. These findings concur with the findings by Joy & Srihari (2014) who established that most of the parents who are educated tend to ensure that their pupils are in school and maintained their stay in school to completion. The study by Adrienne & Mbiti (2011) found that when most of the parents are illiterate or with low education levels their contribution towards education of their children is minimal. They are not concerned about the performance or discipline of their children. They leave everything to the teacher and the government.
Table 4.3: Average class attendance of girls in schools as reported by teachers

<table>
<thead>
<tr>
<th>Pupils’ attendance</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2</td>
<td>25%</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>50%</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Average</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Bad</td>
<td>1</td>
<td>13%</td>
<td>3</td>
<td>20%</td>
</tr>
<tr>
<td>Worst</td>
<td>1</td>
<td>13%</td>
<td>5</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>100%</strong></td>
<td><strong>15</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows girls’ average class attendance rating in rural and urban schools. The majority of the girls in rural schools had the worst attendance record at a third while a half of those in urban schools attended classes. From table 4.4, rural schools performed very poorly in terms of class attendance while urban schools records showed a better performance of class attendance by the girls. The chiefs and the area leaders cited the problem in rural areas as emanating from the family challenges where pupils leave school to go and help in family chores like taking care of the younger siblings and herding animals. The leaders indicated that these challenges are not found in urban schools where most of the parents are educated and are able to sustain the children in school without asking them to leave school to help in various family activities. The study findings concur with Orodho (2014) who established that children are affected by cultural practices such as herding and nomadism where boys are mostly involved and girls’ education is also affected by their having to contribute to house hold chores. They are sometimes taken away from school to help in the home, nurse babies, clean the house, and fetch firewood and water, cook food and milk cows. Class attendance of girls in rural schools is also
low because of practices such as FGM where girls feel mature after being mutilated hence they don’t go back to school. They are also withdrawn forcefully from school to get married and bring wealth to the family.

4.3 Gender Parity in Enrolment and Retention in Public Primary Schools

Table 4.4: Enrolment by gender of class 7 and 8 pupils

<table>
<thead>
<tr>
<th>Gender</th>
<th>Rural Schools</th>
<th>Urban Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>134 (61%)</td>
<td>131 (51%)</td>
</tr>
<tr>
<td>Girls</td>
<td>85 (39%)</td>
<td>124 (49%)</td>
</tr>
<tr>
<td>Totals</td>
<td>219 (100%)</td>
<td>255 (100%)</td>
</tr>
</tbody>
</table>

Table 4.4 shows class 7 and 8 pupils’ enrolment rate in rural and urban schools. The difference in enrolment is much skewed towards the boys. This translates to under representation of girls in schools as compared to boys and also more girls in urban areas have enrolled in school compared to those in rural areas, the findings concurs with the study by Achoka, et al., (2007) who established that the most common reason for low enrolment of the girl-child is lack of interest on the part of parents owing to their own illiteracy and believe that the girl child is supposed to stay at home and take care of every one as other go about their chores. They have a negative attitude towards education and especially girl child for they do not see the immediate benefit. The ASAL districts are occupied by pastoralists whose livelihoods hinges on livestock as a result of drought, cattle rustling and generally difficult ecological conditions. The study also found that their was a huge difference in enrolment between children of rural parents and urban parents, this was attributed to the literacy of parents in urban schools as compared to low literacy among the
parents in rural schools, this confirms the findings by Bruns et al., (2002) who found that children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend school.

Figure 4.4: Current Enrolment of Boys and Girls in Cohorts

Figure 4.4 shows the current enrolment of boys and girls in classes as provided by teachers. Lower primary which consisted of class 1-4 had the highest enrolment at two thirds, middle primary consisting of class 5-6 had the enrolment at a quarter, and the upper primary consisting of class 7-8 had the lowest enrolment rates at less than a quarter. The study established that while enrolment was high at lower primary which is the entry level for pupils in school, the number that complete class 8 are less than a quarter. This means that more than three quarters of the pupils have dropped out of school due to various reasons as stated by head teachers such as; early marriages, FGM, gender preference and others due to fees problems and poverty. The study findings concur with Theuri (2004) who established that during the enrolment period of pupils in school, the rate is could be almost at per but as the pupils progress with schooling, other external factors such as early marriages and pregnancies, FGM and homestead activities such as taking care of their siblings...
force them to drop out of school. The components have a negative mental impact on pupils since they tend to lower one’s self regard and harm peer relations. Subsequently, it has been referred to as a noteworthy reason for school drop out.

![Figure 4.5: Enrolment trends of pupils in rural schools from 2010-2014](image)

Figure 4.5 shows the rate of enrolment of pupils between 2010 and 2014 in rural areas, the table shows a fluctuating level of enrolment across the 5 years. The rate was 98% for boys and the lowest was 48%, while for girls the highest rate was 72% and the lowest was 23%. This shows a wide disparity in enrolment rates between girls and boys in rural areas mainly because girls are affected by practices such as FGM, early marriages and pregnancies and engaging in domestic chores. In 2012 there was a massive movement of the communities due to search of pasture for their animals which resulted to family movement in the rural areas. As a result of the movement, there was a drastic drop in the pupils enrolment for both boys and girls in the rural schools. This confirms the findings by Nekatibeb (2012) who identified cultural practices such as nomadic pastoralism as a factor which influences children’s aspirations in school. In this practice families move far away from settlement areas
where schools are located in search of water and pasture for their livestock. When this movement happens parents are forced to withdraw their children from schools. This study also found that girls are more affected than boys since girls cannot be entrusted to anybody and have to accompany their parents wherever they go.

Figure 4.6: Enrolment trends of pupils in urban schools from 2010-2014

Figure 4.6 the enrolment rate for urban schools, the rate of enrolment in urban schools shows an upward trend in enrolment as compared to the rural schools which has been fluctuating for the 5 years. Based on the findings in the above figure the study concurs with the findings by Orodho (2003) on access and participation in secondary school education in Kenya which found that there is deep and severe gender disparities in access to education. Figure 4.5 shows a sharp difference in enrolment compared to Figure 4.6 in urban schools. This was attributed to various factors such as parents literacy levels, influence of nomadism and other cultural practices which are more common in rural areas as compared to urban areas, which confirms the study by Saru (2006) who revealed that some of the socio-cultural factors affecting performance in ASAL areas are: circumcision, early marriages, low
opinion of women and lack of priority in education, which is not prevalent among
the parents in urban schools hence having less effect on children’s school enrolment
and retention.

![Figure 4.7: A comparison of marks scored by class 7 and 8 pupils in rural and urban schools](image)

Figure 4.7 shows a comparison of performance by boys and girls in class 7 and 8 in rural and urban schools. In rural schools the majority of the pupils at 53% boys and 40% girls have scores above 300, and scores between 250-300 scores were 40% boys and 33% girls, while the minority at 7% boys and 27% girls had scores below 250. There is a small gap between boys and girls scoring 250-300 marks and those scoring above 300 marks. The wide gap in those scoring below 250 marks indicates that more girls than boys in urban schools perform poorly a factor that was attributed to girls being involved in household chores as boys continued with their studies, though from the study it can be established there are fewer pupils performing poorly in urban schools as compared to the rural schools where there are more pupils.
performing poorly. The study findings concurs with Joy & Srihari (2014) who found that children in urban schools tend to perform better than children in rural schools because they are retained in school. The study argues that the more the child is retained in school the more they are likely to perform better than their counter parts who are rarely in school.

In urban schools, the majority of the boys and girls had scores above 300 at 47% boys and 46% girls, the scores between 250-300 scores were 24% boys and 23% girls and those with scores below 250 were 29% boys and 31% girls.

From the figure above there is dismal performance of boys and girls in rural schools as compared to the performance of boys and girls in urban schools. This was attributed to what teachers cited as poor attendance of classes by pupils in rural schools hence missing most of the lessons.

This also indicates what the chiefs and area leaders cited as children’s withdrawal from schools in order to help in the family chores hence affecting class attendance and children’s performance in schools. The leaders also indicated that this practice is very common among parents in rural schools as compared to parents in urban areas who always maintain their children in school, the study confirms the observations by Ubah (2002) who asserts that the negative effect of child labour especially on the girl-child can take the form of either not being enrolled in school, lack of concentration in the classroom, ill health or withdrawal (drop-out) from school while Robson (2004) and Ubah (2002) both stated that the effect of early marriage, farm work and other labor has an effect on enrolment and retention of pupils in school.
4.4 The impact of FGM on Enrolment and Retention of Girls in Public Primary Schools

This section discusses the various cultural practices in the region and the effects of those practices on enrolment and retention of pupils in primary schools in the region and how they compare between the pupils in urban and rural schools.

![Bar Chart: Girls who have undergone Female Genital Mutilation]

Figure 4.8: Girls who have undergone Female Genital Mutilation

Figure 4.8 shows the comparison of the girls in rural and urban schools who have undergone FGM, the majority of the girls in rural areas at 64% have undergone FGM as compared to the 23% of those in urban schools who have undergone FGM, while the majority in urban schools have not undergone the practice at 77% as compared to 36% in rural areas who have not undergone the practice. The study shows that cultural practices are more prevalent among girls in rural schools which also shows that parents have been in support of the practice, as compared to the girls in urban areas who have not undergone the practice. Parents’ education status has an effect on FGM since most of the parents from the urban areas are more educated than their counterparts from the rural areas and most likely they will not allow their daughters to undergo FGM. The study concurs with the study by Nekatibeb (2012)
who established that children in the rural areas where parents are stuck in the traditional practices are subjected to practices such as FGM as compared to the urban schools where parents are more educated and less influenced by traditional practices. The study argues that when girls are subjected to practices such as FGM they tend to drop from schools due to early marriages and therefore it affects retention in school.

4.4.1 Absence of Pupils From School

![Figure 4.9: Pupils absent from school some days](image)

Figure 4.9 shows the ratings for the pupils who have been absent from class in both rural and urban schools, the majority of the pupils in rural schools at 70% have been absent most of the days as compared to the 36% of the pupils in urban schools who have been absent. The pupils who have not been absent most of the time are few in rural schools at 30% as compared to the majority in urban schools who have not been absent from school. The study found that the rate of absence from school was higher among the pupils in rural school than those in urban schools. The participants cited practices such as early pregnancies and marriages, FGM and siblings dropping out of school to take care of the younger children at home, parents not being
committed to pay the school levies as the main causes of high rate of absenteeism in rural schools as compared to urban schools where the children are only absent due to being sick or fees not being fully paid by the parents. The findings concur with the study by Njeru and Orodho (2003a) who established that boys are withdrawn from school for long periods in order to herd animals while girls spend much of their time doing household activities rather than schooling hence dropping out of school. Due to girls having negative self-esteem, they perform poorly in school hence dropping out and indulging in domestic chores like fetching water and child care in order to acquire wages and wealth for the family.

4.5 Gender Discrimination and Preference for Boys and Impact of Early Marriages and Pregnancies on Enrolment and Retention of Girls in schools

![Figure 4.10: Gender preference for boys and early pregnancies and marriages](image)

Figure 4.10 shows the rating of various cultural practices leading to low enrolment and retention of girls in schools, the majority indicated gender preference at 20%
where parents prefer to enroll the boy-child in school than girl-child, early pregnancies and marriages at 18% where a girl is married to an older person by force immediately after FGM, FGM at 8%. Almost a quarter of the parents prefer educating boys to girls because they say that an educated boy will bring economic benefits to the home whereas an educated girl will benefit another family once she gets married. Others also want to acquire wealth quickly hence they view a girl’s education as a waste of time resulting to early marriages and pregnancies witnessed in this region. FGM is the least form of culture being practiced currently and the teachers, local leaders and pupils attributed this reduction to several interventions such as ART conducted by the government, sensitization campaigns on the harmful effects of FGM by international bodies such as WHO, intervention by human rights activists and donor investments on educating and empowering women so that they can abandon FGM.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter entails the summary of the findings, conclusions, recommendations and suggestions for further research based on the objectives of the study. The study focus was on the impact of cultural practices on enrolment and retention on the girl child in public primary schools. The objectives of the study were to; find out the gender parity rate in enrolment and retention in public primary schools; analyze the impact of FGM on enrolment and retention of girls in public primary schools in; establish the extent of gender discrimination and preference for boys enrolment and retention in public primary schools; establish the impact of early marriages on enrolment and retention of girls in public primary schools in Kirisia Division, Samburu County, Kenya.

5.2 Summary of the Findings

5.2.1 Gender parity rate in enrolment and retention in public primary schools

The study found that the gender disparity in enrolment and retention is wider in rural schools than in urban schools. More boys than girls enroll and complete primary school in rural schools while in urban schools the number of girls and boys who enroll and complete primary school is almost the same. The study also found that disparity occurs mostly in upper primary i.e. class 7 and 8.
5.2.2 Impact of FGM on enrolment and retention of girls in public primary schools

The study found that majority of the girls in rural areas have undergone FGM as compared to those in urban areas and this has led to low enrolment of girls in schools and also girls dropping out of school.

5.2.3 The extent of gender discrimination and preference for boys enrolment and retention in public primary schools

The study revealed that gender discrimination and preference for boys is the cultural practice that is the most widely practiced in many households. Majority of the parents prefer to educate boys.

5.2.4 Impact of early pregnancies and marriages on enrolment and retention of girls in public primary schools

The study established that early pregnancies and marriages is the second most widely practiced form of culture and it leads to low enrolment and retention of girls in schools.

5.3 Conclusions

From the findings the study concludes that enrolment and retention rates of girls in public primary schools in Kirisia Division are low and the number of dropouts continues to rise affecting mostly girls in upper primary schools in rural schools as compared to those in urban schools. The most prominent causes of dropouts in the area are cultural practices such as; gender preference for boys, early marriages, teenage pregnancies and FGM. Poverty, level of education and marital status of
parents also have an impact on enrolment and retention of girls in schools. This shows that there are also some economic, social and school-based factors that pose a threat to achievement of UPE in the region which calls for attention from all stakeholders.

5.4 **Policy Recommendations**

From the study findings and conclusions, the following recommendations were made:

i. Awareness campaigns should be carried out by the local leaders and the county education officers to sensitize parents on the rights of the girl-child to access education and the importance of the girl-child education in the society.

ii. The government, churches, NGOs and local leaders should encourage the community to practice an alternative rite of passage instead of FGM.

iii. The study recommends that community based initiatives should be undertaken through barazas organized by churches, NGOs and chiefs to educate and sensitize parents on the importance of education to all children.

iv. The government should build schools which are girl-friendly by way of having facilities and a culture which promotes the safety and learning of girls. This will help to reduce cases of early pregnancies and marriages.

5.5 **Recommendations for Further Research**

The following are the suggestions for further research emanating from the study:

i. A study can be carried out to investigate the extent to which birth rates have affected primary schools access level and enrolment.
ii. A comparative study can be conducted in other districts to assess how pupil characteristics, social, economic and cultural factors are influencing access and retention of pupils in those districts.

iii. A study can also be carried out to assess the implications of current policies on the education of nomadic pastoralists.

iv. A study can be conducted to find out the impact of cultural practices on enrolment and retention of the boy child in public primary schools.
REFERENCES


FAWE. (2010). *Who We Are Retrieved from*.


APPENDICES

APPENDIX 1: PUPILS’ QUESTIONNAIRE

The purpose of this questionnaire is to collect information on the impact of cultural practices on enrolment and retention in public primary schools in Kirisia Division, Samburu County, Kenya (Tick √ where appropriate)
Respondent’s name(optional).................................................................................. Class ................................
Age.................................. School.................................................. Gender ..................

1. How many days do you attend school in a week?......................................................

2. Are you absent on some days? YES [   ]  NO [   ]
   If YES give reasons
   i. ..............................................................................................................................
   ii. ..............................................................................................................................
   iii. ..............................................................................................................................
   iv. ..............................................................................................................................

3. Have you undergone Female Genital Mutilation (FGM)? (Applicable to girls)
   YES [   ]  NO [   ]
   If YES, were you obliged to undergo the FGM? YES [   ]  NO [   ]

4. What were the adverse experiences of the whole practice?
   i. ..............................................................................................................................
   ii. ..............................................................................................................................
   iii. ..............................................................................................................................

5. How long did you take to rest at home after the FGM before you went back to school?
   ........................................ days ........................................ months. Give reasons
   i. ..............................................................................................................................
   ii. ..............................................................................................................................
   iii. ..............................................................................................................................
6. Have you undergone male circumcision? (Applicable to boys)

YES [ ] NO [ ]

If YES, how long did u take to rest at home before returning to school? 

_____________ days _________________ months. Give reasons

i. 

ii. 

iii. 

7. How would you rate the impact of the following cultural practices on enrolment and retention?

<table>
<thead>
<tr>
<th>Cultural practices</th>
<th>Very great</th>
<th>Great</th>
<th>Little</th>
<th>Very little</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Pregnancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender Preference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your cooperation
APPENDIX II: TEACHERS’ QUESTIONNAIRE

The purpose of this questionnaire is to collect information on the impact of cultural practices on enrolment and retention in Kirisia Division, Samburu County, Kenya (Tick √ where appropriate)

Respondent’s name (optional) .................................................................

Gender .................................................. Name of school ..................................................

Period teaching in current school ................................................................

1. What is the current enrolment of boys and girls in:
   (i) Lower Primary (class 1-4)........................................................................
   (ii) Middle Primary (class 5-6).................................................................
   (iii) Upper Primary (class 7-8)..........................................................

   Give reasons for these figures ................................................................

2. What is the average attendance of pupils in a week in your school?

   Excellent [  ]  Good [  ]  Poor [  ]

   Comment on the attendance .................................................................

3. Are there children of school going age within the community who are not enrolled in school?

   YES [  ]  NO [  ]

   If YES, why is this the case? ..................................................................

   Between boys and girls who are the most affected? ..............................

   Give reasons ............................................................................................

4. Are there girls in your school who drop out due to pregnancy cases?

   YES [  ]  NO [  ]

   If YES, what are the causes of early pregnancy cases in your school?

   i. ..........................................................................................................

   ii. ..........................................................................................................

   iii. ..........................................................................................................

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5. Do these girls return back to school after delivering?
   YES [ ] NO [ ]

6. If NO, give reasons why
   Are there cases of early marriages in your school?
   YES [ ] NO [ ]
   If YES, comment

7. Apart from early pregnancies and marriages, are there other cultural practices that hinder boys and girls from enrolling in school?
   YES [ ] NO [ ]
   If YES, name them:
   i. 
   ii. 
   iii. 

8. How would you rate the impact of the following cultural practices on pupil enrolment and retention in your school?

<table>
<thead>
<tr>
<th>Practices</th>
<th>Very great</th>
<th>Great</th>
<th>Little</th>
<th>Very little</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early pregnancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender preference</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. What was the average performance of class 7 and 8 boys and girls in the last examination they did?

**CLASS 7**

<table>
<thead>
<tr>
<th>Gender/Marks</th>
<th>Below 250</th>
<th>250-300</th>
<th>Above 300</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CLASS 8**

<table>
<thead>
<tr>
<th>Gender/Marks</th>
<th>Below 250</th>
<th>250-300</th>
<th>Above 300</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your cooperation
APPENDIX III: HEADTEACHERS’ QUESTIONNAIRE

The purpose of this questionnaire is to collect information on the impact of cultural practices on enrolment and retention in public primary schools in Kirisia Division, Samburu County, Kenya (Tick ✓ where appropriate)

Respondent’s name (optional) .................................................................................................................
Gender .......... Name of school ...................................................................................................................
Period working in the current school ........................................................................................................

1. What are the current teacher establishments in your school?
   Male .................. Female .................. Total ...........................................................

2. What are their qualifications?

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What is the current enrolment of pupils by gender in your school?
   BOYS .................. GIRLS ...........................................................
   Comment on this situation ..............................................................

4. What is the enrolment of pupils by gender in your school from 2010-2014?

<table>
<thead>
<tr>
<th>Gender/Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. What is the enrolment rate of pupils in your school by gender?
   BOYS 0-25% [ ] 26-75% [ ] 76-100% [ ]
   GIRLS 0-25% [ ] 26-75% [ ] 76-100% [ ]
6. What is the dropout rate of pupils in your school by gender?

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25%</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>26-75%</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>76-100%</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Explain the reasons.

7. What percentage of pupils is retained in your school annually by gender?

BOYS

GIRLS

Comment

8. Are there any cultural practices in your community that hinder enrolment and retention of girls and boys?

YES [ ] NO [ ]

If YES, name them:

i. 

ii. 

iii. 

iv. 

Comment
Use the 5 point scale given below to answer the following question:

<table>
<thead>
<tr>
<th>Highest (5 points)</th>
<th>Higher (4 points)</th>
<th>High (3 points)</th>
<th>Low (2 points)</th>
<th>Lowest (1 point)</th>
</tr>
</thead>
</table>

9. How do you rate the following cultural practices to have negative effects on pupil enrolment and retention?

<table>
<thead>
<tr>
<th>Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td>[ ]</td>
</tr>
<tr>
<td>Early pregnancy</td>
<td>[ ]</td>
</tr>
<tr>
<td>FGM</td>
<td>[ ]</td>
</tr>
<tr>
<td>Gender preference</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

10. Do you think the community around has an interest in education of girls and boys?

YES [ ] NO [ ]

If NO, explain why: ........................................................................................................................................
................................................................................................................................................................

11. Give some of the measures undertaken by the school to increase enrolment and retention of pupils in school.

i. ............................................................................................................................................................

ii. ............................................................................................................................................................

iii. ............................................................................................................................................................

iv. ............................................................................................................................................................

12. Which are some of the measures put in place by the government to improve enrolment and retention of pupils in your school?

i. ............................................................................................................................................................

ii. ............................................................................................................................................................

iii. ............................................................................................................................................................

Thank you for your cooperation
APPENDIX IV: INTERVIEW SCHEDULE FOR PARENTS

The purpose of this interview schedule is to collect information on the impact of cultural practices on enrolment and retention in public primary schools in Kirisia Division, Samburu County, Kenya

Respondent’s name (optional)...........................................................................................................

Male [ ] Female [ ]

Location.................................................Occupation.................................................................

Marital status: Single [ ] Married [ ]
Divorced [ ] Widow [ ]

1. Is your family polygamous? YES [ ] NO [ ]
   If YES, how many co-wives are there? .................................................................

2. Did you attend school? YES [ ] NO [ ]
   If YES, upto what level?
   Primary [ ] Secondary [ ] College [ ]
   University [ ]

3. How many children do you have? Boys............ Girls............
   Total...................................................

4. Of your children, how many are still in primary school?
   BOYS ............ GIRLS ............ TOTAL ............

5. How many of your children have graduated to class Eight?
   BOYS ............ GIRLS ............ TOTAL ............

6. How many of your children have dropped out primary school?
   BOYS ............ GIRLS ............ TOTAL ............

   What are the reasons? .....................................................................................................................
   ......................................................................................................................................................

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7. Which are some of the cultural practices undertaken in your community which might be affecting the school attendance and performance of your children?
   i. .........................................................................................................................
   .........................................................................................................................
   ii. .........................................................................................................................
   .........................................................................................................................
   iii. .........................................................................................................................
   .........................................................................................................................

8. Do you have daughters who have undergone FGM?
   YES [ ] NO [ ]
   
   If YES, how do your daughters who have undergone FGM perform in school?
   Comment ..............................................................................................................
   .........................................................................................................................

9. Do your children go to school regularly?
   YES [ ] NO [ ] If NO, give reasons:
   i. .........................................................................................................................
   .........................................................................................................................
   ii. .........................................................................................................................
   .........................................................................................................................
   iii. .........................................................................................................................
   .........................................................................................................................

10. Are there interventions by the Local Government against:
    Female Genital Mutilation (FGM) YES [ ] NO [ ]
    Early pregnancy YES [ ] NO [ ]
    Early marriages YES [ ] NO [ ]
   
   If YES, which interventions are these?
   i. .........................................................................................................................
   .........................................................................................................................
ii. ........................................................................................................................................

........................................................................................................................................

iii. ........................................................................................................................................

........................................................................................................................................

If NO, what measures do you think should be put in place to increase enrolment and retention of pupils in school?

i. ........................................................................................................................................

........................................................................................................................................

ii. ........................................................................................................................................

........................................................................................................................................

iii. ........................................................................................................................................

........................................................................................................................................

Thank you for your cooperation
APPENDIX V: INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

The purpose of this interview schedule is to collect information on the impact of cultural practices on enrolment and retention in Kirisia Division, Samburu County, Kenya

1. How many public primary schools are there in Kirisia Division? ..............................................................................................................

2. How many teachers has the ministry enrolled in various schools in Kirisia Division this year? ...................................................................................................................................................

3. What is the current enrolment of boys and girls in public primary schools in Kirisia Division? ...................................................................................................................................................

4. What is the teacher-pupil ratio in primary schools in Kirisia Division? ..............................................................................................................

5. Has the ministry recorded an increase or a decrease in pupil enrolment in the last five years in this division? ...................................................................................................................................................

6. How many girls dropout of school due to pregnancy and early marriage cases reported in a year? ...................................................................................................................................................

7. What might be the causes of early pregnancies and marriages among girls in schools? ...................................................................................................................................................

8. Are there girls’ boarding school(s) in Kirisia Division?
   YES [ ]  NO [ ]
   How many? .............................................................................................................. If NO, please explain ..............................................................................................................

9. What was the difference in average performance of boys and girls in 2014 K.C.P.E in Kirisia Division? .............................................................................................................................................
10. Are there interventions by the ministry against cultural practices hindering girls and boys from enrolling in schools?

YES [ ] NO [ ]

If YES, name them:

i. ........................................................................................................................................
ii. ...........................................................................................................................................
iii. ...........................................................................................................................................

11. How effective are these interventions? ...........................................................................

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Thank you for your cooperation
APPENDIX VI: INTERVIEW SCHEDULE FOR OPINION LEADERS

The purpose of this interview schedule is to collect information on the impact of cultural practices on enrolment and retention in public primary schools in Kirisia Division, Samburu County, Kenya

1. What is your marital status? .................................................................

2. How long have you served as a chief of this location? .........................

3. Do you have children who are in primary school?
   YES [ ] NO [ ] If YES, how many? ..................................................

4. How many are girls and how many are boys? ....................................

5. Do you have children who have completed class eight? .............. If YES, how many girls and how many boys? ........................................

6. Which are some of the cultural practices undertaken in your community? ... 
   ........................................................................................................

7. Do these practices hinder enrolment and retention of pupils in school? ....
   Explain ..............................................................................................

8. Do you have the cases of Female Genital Mutilation in your location? ....
   How many cases of FGM are reported to you in a year? .........................

9. Are there cases of early marriages which are reported to you? ............
   How many in a year? How do you handle such cases? .........................

10. What might be the causes of early pregnancies and early marriages among girls in schools? ..............................................................................

11. Of these cultural practices which one affects girls the most? ..............
    Explain ..............................................................................................
12. Which one affects boys the most? ..............................................................
   Explain ......................................................................................................

13. Which are some of the interventions put in place by the national and local
government to increase enrolment and retention of pupils in school?
   i. ..............................................................................................................
   ii. .............................................................................................................
   iii. .............................................................................................................
   iv. .............................................................................................................

14. How effective have these interventions been? ........................................
   ..............................................................................................................

15. In your opinion, do you think that there is more that should be done by the
government to increase enrolment and retention? .....................................

   Thank you for your cooperation
APPENDIX VII: LETTER OF INTRODUCTION

Kenyatta University
Department of Educational Management,
Policy and Curriculum Studies
P.O Box 43844-00100
Nairobi

Dear Sir/Madam,

I am a post graduate student at Kenyatta University carrying out a research on ‘The Impact of Cultural Practices on Enrolment and Retention of Girls in Public Primary Schools in Kirisia Division, Samburu County’.

I request you to spare some time to complete the attached questionnaire. The responses you provide will be used only for the study and not anywhere else. You may choose to write your name and the name of your institution in the questionnaire or leave it out for purposes of confidentiality. This is not attest hence there is no right or wrong answer.

Yours faithfully,

CHEPKOROM NELLY CHEPKWEMOI
RESEARCHER
APPENDIX VIII: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

Ref: No.

25th September, 2015

NACOSTI/P/15/8732/7660

Nelly Chepkwemoi Chepkorom
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The Impact of cultural practices on enrolment and retention in public primary schools in Kirisia Division, Samburu County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Samburu County for a period ending 23rd September, 2016.

You are advised to report to the County Commissioner and the County Director of Education, Samburu County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. S. K. LANG'AT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Samburu County.

The County Director of Education
Samburu County.

APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. NELLY CHEPKWEMOI CHEPKOROM
of KENYATTA UNIVERSITY, 80-2601
baragoi, has been permitted to conduct
research in Samburu County

on the topic: THE IMPACT OF CULTURAL
PRACTICES ON ENROLLMENT AND
RETENTION IN PUBLIC PRIMARY
SCHOOLS IN KIRISIA DIVISION, SAMBURU
COUNTY KENYA

for the period ending:
23rd September, 2016

Permit No: NACOSTI/P/15/8732/7660
Date of Issue: 25th September, 2015
 Fee Received: Ksh 1,000

Applicant’s
Signature

Director General
National Commission for Science,
Technology & Innovation