

**INFLUENCE OF SOCIO-CULTURAL PRACTICES ON ACADEMIC  
ACHIEVEMENT OF GIRLS IN PUBLIC PRIMARY SCHOOLS IN TURKANA  
EAST SUB COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN  
EDUCATION LEADERSHIP AND MANAGEMENT OF  
MOUNT KENYA UNIVERSITY**

**NOVEMBER 2024**

## DECLARATION AND APPROVAL

### Declaration by Candidate

This research project is my original work and has not been presented in any other university for any other award.

Sign  .....


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### Approval by Supervisor

I confirm that the work reported in this research project was carried out by the candidate under my supervision

Sign  .....

Date ..... 3/11/2024 .....

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## DEDICATION

I dedicate this work to my lovely wife Caroline Lobolia and my sons; Lokwakipi and Losinyen and my daughters, Lydiah, Juddy, Dorcus, Consolata, and Valerieh.



## ACKNOWLEDGEMENTS

I convey my gratitude to almighty God for his strength that he has bequeathed me as I undertake this noble exercise. I desire to direct my genuine gratitude to my supervisor Dr. Kenneth Sabwami for his professional guidance throughout my research project.



## ABSTRACT

The aim of the research is to establish the influence of socio-cultural practices on academic achievement of girls in public primary schools of Turkana East Sub County, Turkana County, Kenya. The study was guided by the following objectives; to establish the influence of early marriages on academic achievement of girls; to assess the influence of domestic violence on academic performance of girls; to establish the influence of Female Genital Mutilation (FGM) on academic achievement of girls and to examine the influence of social roles on academic achievement of girls in public primary schools in Turkana East Sub-County, Turkana County. Social Cultural Theory and Bourdieu Theory of Practise guided the study. The study adopted descriptive survey design where both qualitative and quantitative data was collected. Data collection instruments included; Focus group discussion to be administered to girls in regular schools, Questionnaire to Girls in rescue schools, head teachers, guidance and counselling teachers and document analysis such as registers and progress records were used. The study population included all public schools in Turkana East sub county, CSO (1), head teachers (37), teachers (151) and grade seven girls (484) in the Turkana East Sub County all totalling to 673 participants. Krejcie and Morgan Table was used to get the sample size of 248 respondents. The pilot study was carried out and face and content validity of the research instruments were assessed by experts' opinion to ascertain their relevance, meaningfulness and appropriateness to the respondents. Reliability of the instruments was resolved through the internal consistency where Cronbach's Alpha Coefficient of 0.7 and above was considered acceptable. Analysis of variance indicated that model was significant at a confidence level of 95% since the P – Value was 0.000b and hence  $>0.05$ . The R - Squared of the study model was able to explain 64.6% of changes in academic achievement of girls in public primary schools of Turkana East Sub County. Data were descriptively analyzed using means and standard deviations, and inferentially by Pearson's correlation and regression analysis to measure strength and direction. Inferential analysis study findings established that the four variables; early marriage practices ( $\beta= 0.654, p<0.05$ ), domestic violence practices ( $\beta= 0.443, p<0.05$ ), FGM practices ( $\beta= 0.568, p<0.05$ ) and social roles ( $\beta= 0.358, p<0.05$ ) were found to be statistically significant in influencing the academic achievement of girls in public primary schools of Turkana East Sub County. The study concludes that since the model of the study was significant at a confidence level of 95% with a P – Value of 0.000b, the study therefore recommends that early marriage practices, domestic violence, FGM practices and social roles practices which were found to be statistically significant should be addressed so as to create a safer and more supportive environment that would enable improved academic achievement of girls in public primary schools in Turkana East Sub County.

## TABLE OF CONTENTS

<b>DECLARATION AND APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xi</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS .....</b>	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	5
1.3 Purpose of the Study .....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.6 Significance of the Study.....	7
1.7 Scope of the Study.....	8
1.8 Limitation of the Study.....	8
1.9 Operational Definition of Key Terms.....	9
<b>CHAPTER TWO.....</b>	<b>10</b>
<b>LITERATURE REVIEW .....</b>	<b>10</b>
2.0 Introduction .....	10
2.1 Empirical Review .....	10
2.1.1 Early Marriages and Academic Achievement of Girl Child.....	10
2.1.2 Domestic Violence and Academic Achievement of Girl Child.....	13
2.1.3 FGM and Academic Achievement of Girl Child.....	15
2.1.4 Social Roles and Academic Achievement of Girl Child.....	19
2.2 Theoretical Framework.....	21
2.3 Conceptual Framework.....	22
2.4 Research Gap .....	24

<b>CHAPTER THREE .....</b>	<b>25</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.0 Introduction .....	25
3.1 Research Design .....	25
3.2 Location of the study .....	25
3.3 Target Population .....	26
3.4 Sample Size and Sampling Procedure .....	26
3.5 Data Collection Instruments .....	27
3.5.1 Questionnaire .....	27
3.5.2 Interview Schedule.....	28
3.5.3 Focus Group Discussion .....	28
3.5.4 Document Analysis .....	29
3.6 Reliability and Validity of Research Instruments.....	29
3.6.1 Validity of Research Instruments.....	29
3.6.2 Reliability of Research Instruments.....	30
3.7 Data Collection Procedures .....	31
3.8 Data Analysis Procedure .....	31
3.9 Ethical Considerations .....	33
<b>CHAPTER FOUR .....</b>	<b>34</b>
<b>RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>34</b>
4.0 Introduction .....	34
4.1 Response Rate.....	34
4.2 Demographic Data .....	35
4.2.1 Respondents by Gender.....	35
4.2.2 Respondents Age .....	36
4.2.3 Level of Education .....	37
4.2.4 Work Experience.....	37
4.3 Descriptive Statistics for the Study Variables .....	38
4.3.1 Early Marriages and Academic Achievement .....	39
4.3.2 Domestic Violence Practices and Academic Achievement .....	42
4.3.3 FGM Practices and Academic Achievement .....	45
4.3.4 Social Roles and Academic Achievement .....	48
4.3.5 Academic Achievement .....	51
4.4 Diagnostic Test .....	55
4.4.1 Normality Test .....	55
4.4.2 Multi-Collinearity Test .....	56

4.5 Inferential Statistics .....	56
4.5.1 Correlation Analysis .....	57
4.5.2 Regression Analysis.....	59
<b>CHAPTER FIVE.....</b>	<b>64</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>64</b>
5.0 Introduction .....	64
5.1 Summary of the Findings .....	64
5.1.1 Early Marriage Practices and Academic achievement.....	65
5.1.2 Domestic Violence Practices and Academic Achievement .....	65
5.1.3 FGM practices and Academic achievement .....	66
5.1.4 Social Roles and Academic Achievement .....	66
5.2 Conclusions .....	67
5.3 Recommendations for Practice .....	69
5.4 Suggestions for Further Studies.....	72
<b>REFERENCES .....</b>	<b>73</b>
<b>APPENDICES .....</b>	<b>75</b>
Appendix I: Consent Form .....	75
Appendix II: Consent Form for Students/Minors.....	76
Appendix II: Questionnaire for Teachers .....	77
Appendix III: Interview Schedule for CSO and Head Teachers .....	78
Appendix IV: Questionnaire for Grade 7 Girls .....	79
Appendix 2: Boy Childs Focus Group Discussion Schedule .....	81
Appendix V: Interview schedule for head teachers.....	85
Appendix VI: Observation schedule.....	87
Appendix V: Work Plan .....	88
Appendix VI: Budget.....	89
Appendix VII: Krejcie and Morgan Table .....	90
Appendix VIII: Turkana County Map .....	91
Appendix IX: NACOSTI Licence .....	92
Appendix X: County Commissioner Authorization Letter.....	93
Appendix XI: Ministry Of Education Authorization Letter .....	94
Appendix XII: Introductory Letter .....	95



## LIST OF TABLES

table 1: Target Population .....	26
Table 2: Sample Size.....	27
Table 3: Reliability Results .....	30
Table 4: Response Rate .....	35
Table 5: Distribution of Respondents by Gender .....	35
Table 6: Respondents Age.....	36
Table 7: Respondents' Level of Education .....	37
Table 8: Respondents' Work Experience.....	38
Table 9: Early Marriage Practices .....	39
Table 10: Domestic Violence Practices .....	43
Table 11: Fgm Practices .....	46
Table 12: Social Roles.....	49
Table 13: Academic Achievement .....	52
Table 14: Normality Test .....	55
Table 15: Multicollinearity Test.....	56
Table 16: Correlation Results.....	57
Table 17: Model Summary.....	59
Table 18: Anova Results .....	61
Table 19: Coefficient's Regression.....	62

## LIST OF FIGURES

Figure 1: Conceptual Framework.....	23
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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ARP</b>	Alternative Rite of Passage
<b>FC</b>	Female Circumcision
<b>FGM</b>	Female Genital Mutilation
<b>FPAK</b>	Family Planning Association of Kenya
<b>GBV</b>	Gender Based Violence
<b>HIV</b>	Human Immunodeficiency Virus
<b>IPPF</b>	International Planned Parenthood Federation
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>MOH</b>	Ministry of Health
<b>MYWO</b>	Maendeleo Ya Wanawake Organisation
<b>PATH</b>	Programme for Appropriate Technology in Health
<b>ROK</b>	Republic of Kenya
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children Education Fund
<b>WHO</b>	World Health Organization

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter covers the study's background, statement of the problem, purpose of the study, objectives of the study research question, significance of the study, scope of the study, limitations of the study and operational definitions of the key terms.

### **1.1 Background to the Study**

According to Institute for Policy Research and Analysis (2013), education is the most important part of individual and national, economic, political and social development. It provides people with the knowledge, skills, and attitudes they need to be economically productive, develop skills for good governance, and support their personal emotional and moral development. According to Onhango, (2015), education is an investment in the human being and is essential to being socially productive in the community. Therefore, education and training invested in individuals will increase the country's GDP and growth rate. Educated persons are responsible for the future benefits of education (World Bank, 2003), and therefore, providing education to the population aims to promote the socio-economic growth of the country

Education for girls is one of the criteria path ways to promote social and economic development (World Bank 2009). According to Education for All (EFA) global monitoring report 2003/04 increasing the educational level of girls has a favorable impact on economic growth. Since 2002, United Nations Educational Scientific and Cultural Organization (UNESCO) and the global community have been striving to attain the Dakar EFA goals. Considering the fact that education for girls and women is an urgent priority, the Darker Frame work for Action contained a time-bound goal (Goal 5) devoted specifically to gender

parity and equality in education. Moreover, special attention had been paid to women and girls in other goals; for example, goal two stipulates that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities will have access to a complete free and compulsory primary education of good quality.

Globally, countries that are of much concern and committed towards educating its citizens agree that education for all plays a key role in solving challenges in their nations. In the first world nations such as the USA, Germany, United Kingdom, Italy and France and in the Western Europe their transition level of learners in schools is way above 95% (Admiraal & Lindel, 2010).

At the Pan African Conference held at Ouagadougou, Burkina Faso, in March/April of 1993, it was observed that Africa was still behind other regions of the world in female participation in education. Gender disparity was attributed to the age long belief in male superiority and female subordination (Okojie, 1996). Discrimination of girls in education furthermore persists in many African societies due to customary attitude; gender biased and prioritized child education systems (Kabira, 1992). Lack of education affects other aspects of the life of a woman and that of children in Africa. It was estimated that every additional education a girl receives after primary education, child's survival rates increase by about 5%. In Africa, about 18 million girls are without education and more than two thirds of Africa's 200 million illiterate adults are women. To enable girls, participate in education parents are expected to provide adequate teaching and learning facilities, protection against early pregnancy and marriages, personal effects like pads, less housework to enable them have humble time for school homework, prompt school fees payment, clothing and nutrition, positive motivation to change attitude, good accommodation at home and above all be role model in all actions and talks that parents portray (GCN, 2004).

Socio-cultural factor, socio-economic and attitude of parents on girls' education have not kept pace with modernity (United Nations, 2013). Education is an investment whose returns are highly valued throughout the world. Worthen and Sanders (2017) observed that in most nations' education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In Kenya, as in many developing countries trends of gender inequality, not only in education but also in the labour market, political leadership and social and economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. National governments have embraced the idea of equal education for all as a matter of priority.

Over the last decade the politics of gender in developing countries like Kenya have been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Kenyans population majority are poor. Education Report of Kenya (1964) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education of the girl child. Republic of Kenya (2003) recognized the tremendous efforts made by the Kenya government to improve girls' education including affirmative action on the expansion of facilities to enable the girl child to study science subjects and a policy to allow a girl who drops out of school due to pregnancy to continue with education (Koringura, 2004). World Bank (2006), noted that the only way to reduce the disparities in women's involvement in economic activities is to involve girls in education by developing girl friendly measures and packages which should include locating many schools to the communities, waiving school fees, having locally based female leaders as role models and a flexible school calendar that could cater for girls' domestic duties and responsibilities.

Some cultural aspects that include early marriages, domestic violence, female genital mutilation and social roles have hindered educational achievement of the girl-child learning of many African communities, and the Turkana community is no exception. The Turkana culture is rich and varied but there is a big gap between culture and education that need to be filled (Adeyemi & Okpotu, 2010).

Ordinarily, education despite facing several challenges has brought social order around the world even in addressing the challenges of people, in particular women and the disadvantaged. Research done by Anastas, (2012) in New York agrees with this fact by alluding that education has been able to shape social norms that even encourage early marriages thus limiting their opportunities. Increasing female education is a catalyst for bringing equality among the women and men as all of them are given equal opportunity to chase their dreams.

Child labor hampers children participation in Education. Particularly the girls who undertake numerous house chores. Therefore, there is need to reduce the number of domestic chores for girls at home Shimada (2018). The government, in coordination with UNICEF, has previously published data of vulnerable children who are engaged in child labor as per the survey carried in 2000 of age 10-17 years are mostly affected (UNICEF, 2008).

Girls' education has become a global concern despite numerous challenges facing girl child education such as inadequate school physical facilities and social cultural factors like early marriages, unwanted pregnancies, insecurity in and on the way to school, risk of rape and child labour. As reported by UNESCO(2008) many girls are laden with several domestic courses like child rearing, careering for the sick parents, food preparation and sometimes offering economic support to their poor families (Ngware, Onsomu & Muthaka, 2007).

However, several activities and gender policies have been initiated by parents, governments and other educational stakeholders to improve access and participation of girls in education. These are aimed at eliminating gender disparity in education by 2015 and achieving gender equality in education, Shimada (2018).

Hindin and Fatusi (2009) argued that early marriages deny young people the chance to be educated and has a range of negative consequences; which include, leaving the boys and the girls without the powers of making decisions that affects their lives.

In Kenya, the United Nations Population Fund UNFPA (2012) found that early marriages is still high in communities who have not embraced education whereas early marriages is low with the communities that have taken most of their children to school. Kenya has recorded high number of child marriage incidences despite the fact that it's against the law and constitution of Kenya to marry the under age. If the trend continues the report warns that the tally of such marriages globally are likely to grow to 14.2 million by 2020 and set to reach 15.1 million each year by 2030.

## **1.2 Statement of the Problem**

Culture has been defined as the people's way of life, (UNICEF 2010). Socio-Cultural practices have influenced negatively the education of girls in the pastoral communities increased the cases of dropouts in schools and further limiting the education of the girl child. There has been an outcry by the local leaders on the high cases of girls' drop out due to cultural practices, the statistics from the Sub- County Director of Education, Turkana East Sub County shows decline in the enrolment and the performance of girls as compared to boys in the recent years.

Many studies have been done on the effects of socio-cultural activities and health of women who have undergone the practice; however, little has been done on the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. Studies by Onsomu and Muthaka, (2007) assert that early marriage is a socio-cultural factor that 50% of the girls identified as an obstacle to Girls' education in Primary School. Early marriage denies a girl-child the opportunity to attend school. In some rural-arid and semi-arid areas of Kenya, parents still arrange marriage for their children. Parents who have not gone to school are ignorant of what their children are taught in schools. They do not see monetary returns especially for girls, this is the reason they value marriage because they get return from dowry (Ngware, Onsomu & Muthaka, 2007). The Turkana community has embraced this practise for a long time and this prompted the researcher to find out the influence of socio-cultural practices on the academic performance of girls.

### **1.3 Purpose of the Study**

The study's purpose is to assess the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To determine the influence of early marriages on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya
- ii. To establish the influence of domestic violence practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya

- iii. To examine the influence of FGM practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya
- iv. To assess the influence of social roles on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya

### **1.5 Research Questions**

- i. What is the influence of early marriages factors on academic achievement of girls in public primary schools in Turkana East Sub County?
- ii. What is the influence of domestic violence factors on academic achievement of girls in public primary schools in Turkana East Sub County?
- iii. How do FGM factors influence academic achievement of girls in public primary schools in Turkana East Sub County?
- iv. How do social roles influence academic achievement of girls in public primary schools in Turkana East Sub County?

### **1.6 Significance of the Study**

The finding was useful in getting to know the effects of socio-cultural practices on education of girls. It will improve management of girl's education in areas with rampant FGM, early marriages practices and early marriages. The findings will also be used as a basis of campaigning against FGM, early marriages and domestic violence in Turkana East Sub County. Non-Governmental organizations like UNICEF and world vision who are greatly known for fighting for children rights and advocating children education will find this study of great help.

### **1.7 Scope of the Study**

The general focus of this study was on the assessment of socio-cultural practices and how they influence girls' academic achievements in public primary schools in Turkana East Sub County. The factors are many, but this study will concentrate on early marriages to provide the vital information needed curriculum support respondents, head teachers, teachers and class eight girls was involved.

### **1.8 Limitation of the Study**

The investigation did not be qualified to carry out a census of CSOs, head teachers, teachers and grade 7 girls though preferably, sampling was employed. To mitigate, this limitation, probability sampling technique was used to assure that the sampled respondents are as representative of the population as possible, in addition, grade 7 girls may be reluctant to provide important information because they have been personally affected. To avoid this, respondents will remain confidential, and the collected responses was used for the purpose of this study only. Finally, grade 7 girls might shy away from giving vital information because of the sensitive issues in the study under investigation. Nonetheless, employing the use of snowballing sampling to get more respondents will mitigate this limitation.

## 1.9 Operational Definition of Key Terms

<b>Donor</b>	Refers to one who confers anything gratuitously. These are institutions, individuals or groups giving support in form of kind or material.
<b>Cultural factors</b>	These are values attached to education by a given community and practices which may hinder education.
<b>Socioeconomic</b>	Involving social as well as economic factors. They are the key determinants of transition of learners from primary schools to secondary school in Turkana East Sub County.
<b>Domestic violence</b>	Is the physical way by which married couples beat their partner, sexually assault them, batters them or injures them as well as abusing them systematically.
<b>Early marriage</b>	This is a human right abuse where underage girls are married to older men.
<b>Female Genital Mutilation</b>	This is the ritual cutting or removal of some or all of the external female genitalia.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The purpose of this study was to assess the influence of socio-economic factors on transition rate from primary to secondary schools in Turkana East sub-county, Kenya. This section will draw on previous works carried out by other researchers and it will relate it to the present study and was organized as per the research objectives.

#### 2.1 Empirical Review

##### 2.1.1 Early Marriages and Academic Achievement of Girl Child

Education transition rates are the percentage of learners advancing from one level of schooling to the next. It is calculated as the percentage of upcoming year divided by the number of grade 7 girls in senior class in the preceding year (Hueblar, 2011). The section entails what other scholars have done in relations to the topic and objectives of the proposed study; it will present sub-themes which include; early marriages on academic achievement of girl child, domestic violence on academic achievement, FGM on academic achievement of girl child, social roles on academic achievement of girl child, theoretical framework and conceptual framework.

UNICEF (2010) reports that a large number of women in the world encounter so many challenges in their marriages to the extent that it is so serious that can make some of them to commit suicide or even kill their spouses and on serious cases kill their children because they can't continue suffering. These UNICEF report clearly indicates that some parents force their children to marry off with or without their consent and more disheartening is that these children are of tender age, without putting into considerations their wellbeing, with

the sole interest of gaining some social and financial status. They therefore fail to know that children have their rights that guard them and ensure that they realise their full potential in life which includes getting access to education, without undue interferences from their parents or guardians by whatever means.

Early marriage is a socio-cultural factor that 50% of the girls identified as an obstacle to Girls' education in Primary School. Early marriage denies a girl-child the opportunity to attend school. In some rural-arid and semi-arid areas of Kenya, parents still arrange marriage for their children. Onsomu and Muthaka (2007). Parents who have not gone to school are ignorant of what their children are taught in schools. They do not see monetary returns especially for girls, this is the reason they value marriage because they get return from dowry (Ngware, Onsomu & Muthaka, 2007).

Ordinarily, education despite facing several challenges has brought social order around the world even in addressing the challenges of people, in particular women and the disadvantaged. Research done by Anastas (2012) in New York agrees with this fact by alluding that education has been able to shape social norms that even discourage early marriages thus limiting their opportunities. Increasing female education is a catalyst for bringing equality among the women and men as all of them are given equal opportunity to chase their dreams.

The societal cultures, traditions and social values are very important in shaping and bringing up a society that is governed and secured by the laws of the land. We need to embrace those that are for the benefit of any member in the society and abolish or ban those that are harmful to anyone, UNICEF (2018), The government and states of the day should therefore work together and in partnership with other organizations like UNICEF, WHO as well as the communities to bring child marriages and other harmful social practices to an end. UNICEF

(2018) statistics shows that more than 200,000 girls below sixteen was married in the U.S. between 2000 and 2015 these figures are alarming.

According to UNFPA (2012), early marriages is still in the rise in many states and countries of the world despite having ratified international agreements, and having national laws in place that try to curb this practise. This has therefore negatively affected many school going children, as they have become mothers at tender ages. A study carried out by UNFPA in 2012 shows that in developing countries three girls out of ten girls was married off before they attained their 18<sup>th</sup> birthday. It is even worse in middle and low-income countries as the enhancement of maternal health worldwide has been affected greatly by early marriages. This is because most of the girls aged 15 to 19 have died due to child delivery complications.

Girls Not Bride (2013), reports that, 95% adolescents have given birth in developing countries with 90% of them being in marriages, making the developing countries to be highly affected by these cases of early marriages this report highlights the facts that in Asians countries, the newly married couple begin child bearing almost immediately.

In Kenya, the United Nations Population Fund UNFPA (2012) found that early marriages is still high in communities which have not embraced education whereas early marriages is low with the communities that have taken most of their children to school. Kenya has recorded high number of child marriage incidences despite the fact that it's against the law and constitution of Kenya to marry the under age. If the trend continues the report warns that the tally of such marriages globally is likely to grow to 14.2 million by 2020 and set to reach 15.1 million each year by 2030.

### **2.1.2 Domestic Violence and Academic Achievement of Girl Child**

Confirmed report that was compiled in National Coalition against Domestic Violence (2011) about domestic violence cited the USA where an estimated number of 20 people was physical abused in 1 minute. Averagely this accounted for 10 million people affected yearly. In their Data the NCAD Indicated that women were the most vulnerable with 1 out of every 3 being hurt by partners where only 1 out of the 25 involving men with Injuries from their partners. Out of all these approximately 19% was very close partners.

Riechers (2010), report of study carried out shows how rampant reports of domestic violence is but unfortunately, the authorities choose to neglect frequent reports and so many fail to report the incidence. Riecher reported that domestic violence causes many negative outcomes and risk against women and children. The central victim here is the girl child as the risk factors include early marriage for the girl child, lower educations, violence, and alcohol and drug abuse. There is however no overall consistency in this, Domestic violence is still a global social vice quite wide spread especially in Brazil and Tanzania where it is tied on taboos and uncertainty.

The victims of which many are women, children and a negligible number of men undergo the violence within their intimate relationship and to some extend the immediate social environment. They undergo physical violence, emotional and psychological violence that poses great risk to their health, one cannot give an accurate extent of the violence due to the inability of the affected victims to narrate their ordeals or request for help. The underlying reason is shame, perception hinged on traditional issues of marriage, family, and feelings of fear. The number of unknown cases is high due to rare notification to the law authorities. Those in position never keep epidemiological data.

Horrifying and terrible experiences whereby wives are badly bitten by their husbands was reported by WHO (2010) research in ten different countries with different customs, traditions, values and family structures in Bangladesh, Brazil, Ethiopia, Japan, Peru, Namibia, Samoa, Serbia and Montenegro, Thailand and Tanzania. This affects the lives and upbringing of children. Further, the report highlights the need of public health response against the violence unleashed on women. The impact is not only immediate harm on women but affect many in their future life. The medical personnel hardly recognise the problem nor give a report of evidence of violence on women suffering. The victims rarely get adequate help and support.

A further study done by Hindin & Kishor (2010) gave the demographic and health survey of the countries mentioned as follows, Canada 18 %, Zambia 48%, Dominican Republic 17%, South Africa 42% and Ethiopia 16% of girls and women aged (13-23) reported domestic violence cases.

A report given by the cabinet secretary for public service youth and gender affairs in Kenya published on 12<sup>th</sup> June 2018 by the Daily Nation newspaper confirmed that cases of gender-based violence have been witnessed in different counties in Kenya totalling to 357 cases in Kenya. These figures are very alarming as increase in gender-based violence has affected the country negatively as it has led to killings and torture to the victims' involved especially women and the girls who are at higher risks than men. The Kenya government has put many efforts to counter the vice by enacting laws and policies such as the protection against domestic violence act, the sexual offence act, the marriage act and the matrimonial property act but the vice is still in the increase despite this effort.

### **2.1.3 FGM and Academic Achievement of Girl Child**

WHO (2013), estimates that about 200 million women and girls who are living today have gone through the FGM practise and that most of the population is traced to the African continent where FGM has been documented in 30 countries with Guinea top in the list with a prevalence of 96% and Kenya among the 30 nations with a prevalence of 27%. WHO reports that the prevalence is highest in Africa followed by the Middle East and then the South America Region.

UNICEF (2016) statistical report shows that least 200 million women fork across the world living now have undergone FGM. The report shows that the practise is wide spread in the following countries where about halfway of them have been cut these countries include, Indonesia, Egypt and Ethiopia. The study also proved that FGM is a worldwide disaster that affects females in several countries and no matter which form of practice it took or which procedure was involved; FGM violates the rights of women and girls. The momentum and vigour to end FGM is indeed growing across the world. Fortunately, there has been a great reduction of such practices as reported with 41% in Liberia, 31% in Burkina Faso, 30% in Kenya and 27% in Egypt in the last three decades, giving hope for the better years ahead.

Gupta, (2016) observes that FGM statistics are not the same across corners of the world with different cultures, with some forms that are very risky to the health of women. In all these cases, FGM poses a great threat to the well-being of females. Therefore, all partners like the government, health ministry, education ministry and international organisation must all work together towards curbing FGM practices.

Once the girls undergo FMG, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Kenya

initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (Republic of Kenya, 2003).

Crichton et al. (2012) The Kenyan education is programmed in a system known as 8:4:4, which is regulated by the Kenyan government ministry. Students take 8 years in primary, then spend 4 years in secondary mostly referred to as high school stage. Upon satisfactory accomplishment of their examination, they are awarded with a certificate that enables them proceed to higher education at university. In 2003, the former president Mwai Kibaki initiated Free Primary Education in public schools. Primary Education therefore became free and mandatory. Education for young children in early is accessible through NGO'S, local authorities and private sectors but the Kenya new constitution, which was promulgated in 2010, gave the directive to the county government to cater for pre-primary education (Kenya Constitution, 2010).

Crichton et al 2012, Kenya has an affectionate society where by there are demarcation of moral in addition, cultural on women and on how they behave. On well-known religious-social, cultural endeavours and taboo that influence FGM and that woman do not have rights but the society dictates to them. Unexpected pregnancies are also categorised as taboos and there are many other taboos and rituals yoked with giving birth. In most African cultures especially in Kenyan communities, it was a great taboo to talk about sex.

According to KDHS, (2014) in Kenya, FGM is done mostly to girls of ages between 12 and 16. Lately the cut is being directed to younger girls aged even 7 -12. They are cutting the

young girls in order to decrease detection because of the recent ban. The estimated numbers of girls who have come across FGM is reducing with age, with the girls' maturity as the girls now understand their rights, and pursue them with vigour. It has been hard for the Kenyan government to totally end the practice FGM because it is believed to be a very crucial traditional culture among several Kenyan communities and no community is willing to stop it. Each community has a different reason as to why they initiate their girls. Among the Meru, Embu, Maasai and the Turkana it is an essential rite of passage that all the members of the society ought to follow. In some of the ethnic group before one is married off, she should have to face the knife first. Most of the ethnic African communities in Kenya believe that FGM is the best option to check women's sexual drives and this will make them to be respected in the society.

The FGM act 2011, which was affected on 4th October 2011, is the main piece of law governing FGM in Kenya. The act prohibits FGM in Kenya. These acts provide protection to all women regardless of their ages, and therefore close any other law that previously was biased.

A report by world vision (2016) says that the Alternative Right of Passage advocated by NGOs, World Vision and UNICEF, which has sensitized both boys and girls on the ill, effects of FGM, the practise. The World Vision manager of Turkana County Chepkonga notes that for the FGM to end it calls for political will from all leaders. The numerous rescue centres established in Turkana County is playing a vital role in enabling girls running away from FGM to stay in a secure environment as the girls have found a place where they can stay and study without interference whatsoever from their homes where they are mistreated.

A study carried out in Malawi by Kapakasa (2012) shows that initiation brings several problems for girls. These dilemmas affect their school attendance leading to drop-out. The

schedule for initiation ceremonies conflict with the school calendar, leading to absenteeism from school. Initiated girls also find it difficult to return to school or concentrate on their studies because their next expectation is marriage. The study also revealed that some parents were more willing to cover the cost of initiation than to cover the cost of schooling thus showing the importance attached to initiation ceremonies. Retrogressive ceremonies like female genital mutilation (FGM) and thereafter engagement for marriage results to low attitude towards education by girls. Initiation ceremonies were still important in some African communities because they mark the passage from childhood to adulthood. During initiation ceremonies, knowledge and value concerning procreation, morals and sexual skills, birth control and pregnancy were passed to the girls. After initiation it is considered shameful for girls to return to school unlike the boys (Omare, 2007). Most girls view themselves as adults.

The socio-cultural factors refer to the people's way of life as expressed throughout their attitudes, virtual beliefs, values and pedagogy systems from generation to generation through the community's socialization systems, (Brock & Cammish, 2011) Girl child network (GCN), 2004 mentioned culture and traditions as inhibiting factors affecting girls' academic achievement in public primary schools in Turkana East Sub County, and the main aspects being female Genital Mutilation (FGM) and early marriages.

This is particularly common in certain districts such as Keiyo, Mandera, Trans-mara, Kuria, Kisii and Nyamira Districts (Omare, 2007). The socio-cultural factors and its influence on the education of girls and issues on poor attitude or low participation in the system had been expressed well in Mbiti (1981) who alludes that there are four major reasons that lead to girls withdrawal from education system which include greater demand made on girls by their families in connection with household duties, pre-arranged marriages leading to drop-out of girls from school, the girls who were circumcised become rude to teachers seeing

female teachers as their equals and uncircumcised teachers (female and male) as children thus affecting the academic achievement of girls in public primary schools in Turkana East Sub County, Kenya

Once the girls undergo FMG, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Kenya initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (Republic of Kenya, 2003).

#### **2.1.4 Social Roles and Academic Achievement of Girl Child**

Saul Macleod (2009) gave the definition of social roles as to what people in the larger society do as compared to the expectation of the society. He argued that anything that an individual or social group does or the activities they carry out affects the way they relate with others and their behaviour as they try to adjust and fit into norms and traditions of a particular group which changes with time as they gradually fit into the group.

According to Dlabay and Scott (2011), culture has been the biggest factor that has bound people together as it provides a platform where the indigenous people easily identify with one another. They further agree that there is need to bring to an end cultural norm that affects the well-being and growth of an individual, these include cultures that research as proven harmful like domestic violence, seeing the girl child as source of wealth for the family, FGM and social roles stratification. They emphasized on schooling as its products relates in one

way or another with culture for instance social sciences, religious studies, history and languages where positive aspects of culture can be administered to the younger generation and through this a permanent change in behaviour was achieved.

Kumar (2010) advocates that culture can be adapted in different forms in the different set ups where children find themselves exposed to, a perfect example is the school where the learners will always want to copy and emulate what the significant adult does and do as they carry out their normal functions, for schools and the larger society therefore to achieve the accepted morals norms and good behaviours it needs to incorporate socially desired behaviours, values and attributes that are found into the school curriculum and administrators tasked to ensure that all tutors facilitates and that the learner is acquainted with this through daily teaching and learning. The larger societies members are provided with a platform that will enable them ensure that the rights of all the children and especially the girl child are respected and condemn cultural practices that violate these fundamental rights.

A participatory poverty assessment done in Zambia by Norton, Owen and Milimo, (2014) revealed that girls are withdrawn from school after grade four because of bride wealth payment which is alleged to diminish for an educated girl. Gender disparities begin early in life with parents ascribing lower aspirations and expectations to a girl child than a boy child. These lowered expectations and aspirations have continued to affect girls' educational achievement despite the many interventions and programs put in place to encourage their participation in secondary schooling. As boys grow up they socialize differently, with girls being taught one set of values and boys another. At a very young age, girls begin to understand and imbibe the culture of meekness, subservience, conformity and domesticity. They accept duties assigned in accordance with traditional gender specific advisor of labour.

Son preferences and parents' perceptions and attitudes towards schooling of girls give education in Africa and elsewhere have long been plagued with pedagogy of difference by way of education that stresses the difference between boys and girls even men and women rather than similarities (FAWE, 2009), such pedagogy differences start at home and end in community. It is here that the notions of gender relation are transmitted from one generation to the next.

## **2.2 Theoretical Framework**

The theory that was adopted to guide this study is Socio-cultural theory by Lev Vygotsky (1995). According to him, children developed higher order functioning by interacting with their parents, caregivers, peers and the community at large, early marriages has been done in the community since time immemorial, it therefore becomes difficult to do away with since most members of the community has since identified with it. He also believed that interaction with other people is what sets the basis and foundation of learning and once the basis has been laid, the individual will then integrate the information at his/her own level. The focus of Social Cultural theory is how the learning and instruction is affected by cultural beliefs, norms and attitudes in this regard therefore some social roles are left to women and girls.

The researcher will also be guided by Bourdieu theory of practise he postulates that an individual does not only embodies the habits born with but filters his way through cognitive disposition (Bourdieu 1985).He talks about social structures and social practise that individual members of the society embody in order to look relevant like the other members of the society to this regard therefore most girls and women will want to undergo the FGM practise since most of the members in the community embrace this practise and therefore they would not want to look irrelevant.

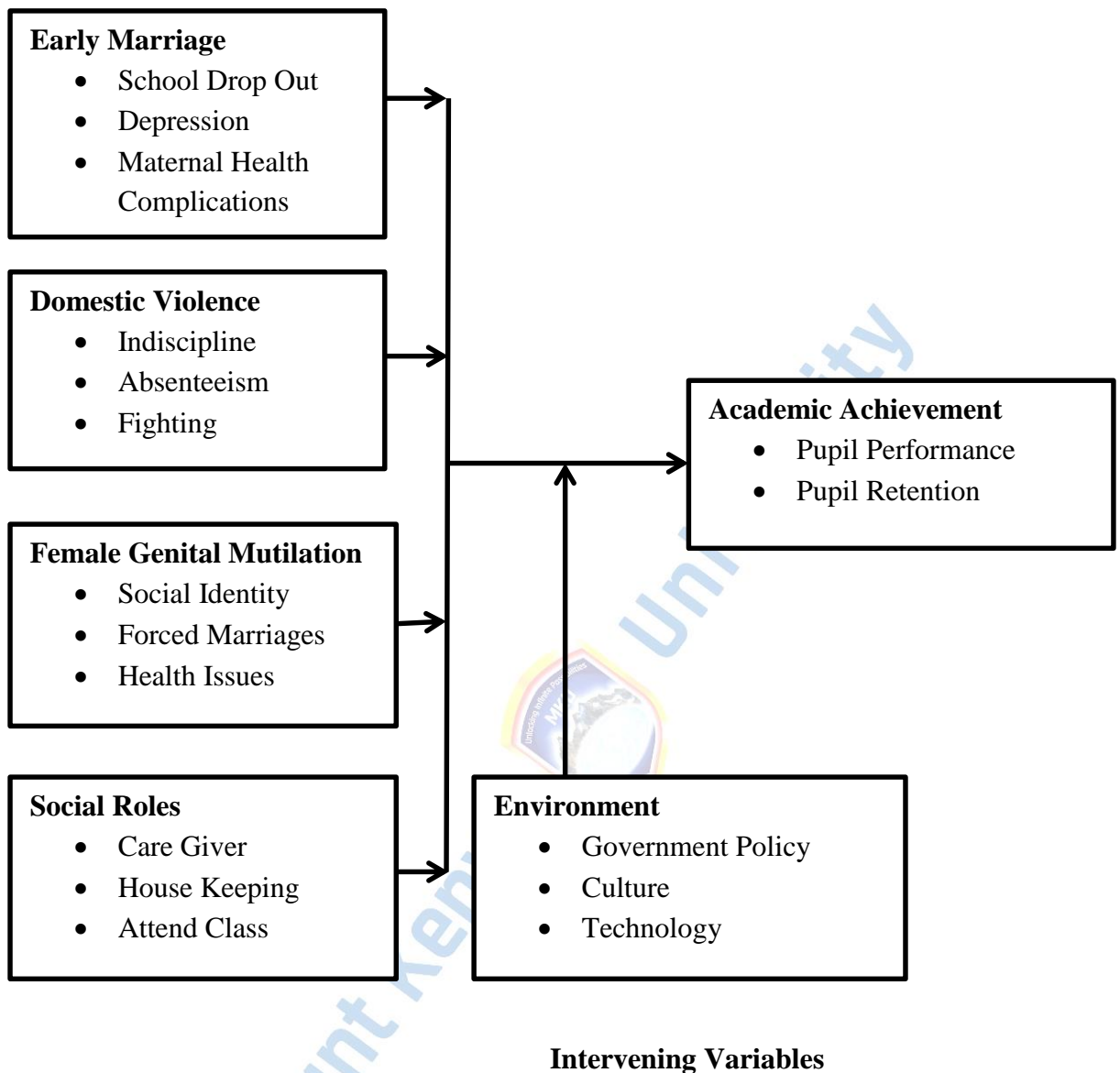
### 2.3 Conceptual Framework

The researcher developed the conceptual framework by employing two perceptions. The first being reasons given by various societies for supporting cultural practices They include traditional values like social identity where girls and women are seen as beast of burden and most home chores are left to them to undertake, transition from childhood to adulthood, prevention of promiscuity, acceptance by the society, possibility of marriage, health born babies.



## Independent Variables

## Dependent Variable



**Figure 1: Conceptual Framework**

**Source:** Researcher, (2023)

A conceptual framework is a set of general ideas and opinions taken from appropriate disciplines of inquiry and applied to structure a succeeding exhibition. Mugenda and Mugenda (2003) and Okerah (2010) define a conceptual framework as a hypothesized paradigm recognizing the model under consideration and the association among the

independent and dependent variables. The following conceptual framework guided the study.

The conceptual framework in Figure 1 portrays the relationships between the independent variables (early marriages, domestic violence, FGM factors and social roles) and dependent variables (academic achievement of girls in public primary schools) in Turkana East Sub County, Kenya.

#### **2.4 Research Gap**

Despite the fact that female genital mutilation and early marriages have been banned in most countries world-wide including Kenya, the practice is still done in Kenya although it is secretly done. County on the effects of FGM on education of girls, its effects on academic performance and its relationship on the school enrollment of the girls. Based on a report by KDHS ((2014) most ethnic groups circumcise their girls whenever they reach the age of 15-19 with Abagusii community leading with 97% and Mijikenda having the lowest of 12%. This survey by the Kenya Demographic House Survey does not give or explain how Female Genital Mutilation has the Turkana community but rather generalize the findings hence need to carry out this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This section describes the research methodology, design, location of the study, target population, data collection instruments and procedures, reliability and validity of instruments to be used as well as Data processing and presentation methods. This chapter presented research design and the methodology to be used, location of the study, the target population, sampling techniques and sample size, research instruments, data collection procedures, data analysis methods and finally data presentation method.

#### **3.1 Research Design**

The researcher adopted the descriptive survey research design in establishing the influence of socio-cultural practices on educational achievement of girls. A mixed methods approach encompassing both qualitative and quantitative research methods was utilized. Research design is concerned with distribution and interrelationship with variables. Thus, the survey design emphasized frequencies as observed by (Orodho, 2005). Mugenda and Mugenda (2003) further reiterate that a survey is an attempt to collect data from a population putting in mind one or two variables.

#### **3.2 Location of the study**

This study was conducted in public primary schools in Turkana East Sub-County, Turkana County of Kenya. Turkana East Sub-County has five sub-locations: Kochodin, Lomelo, Napeitom, Katilia and Kamuge. The total number of public primary schools in Turkana East Sub-County is 37 in number, while Turkana County has 350 schools. Among these schools, 15 are private schools, 10 are special schools, and 325 are regular public schools, of which

2 are National schools situated in Turkana Central Constituency in Turkana County. The study was conducted in the 37 public Primary Schools.

### 3.3 Target Population

According to Mugenda and Mugenda (2003) target population has a whole census of all people or the items in the area of study. The study population is to include all schools in Turkana East sub county, all girls in grade 7 (484), head teachers (37), teachers (151) and CSO (1) in the Turkana East Sub County, making a total of 673. The details for the population are indicated in table 1.

**Table 1: Target population**

Category	Target Population
CSO	1
Head Teachers	37
Teachers	151
Grade 7 Girls	484
<b>Total</b>	<b>673</b>

**Source:** Sub County Director of Education Office-Turkana East Sub County (2023)

### 3.4 Sample Size and Sampling Procedure

This study, will use the Krejcie and Morgan's (1970) Table for determining sample sizes (Appendix VII) to come up with a sample. This table shows that as the population increases the sample size increases at a diminishing rate and remains reasonably constant at a little more than 380 cases. The table indicated that for a population of 673, the corresponding

sample size is 248. Thus, a sample of 248 respondents from the public primary schools was adopted in the study. Stratified and probability proportionate to size (PPS) sampling techniques was used to distribute the sample. Thus, the sub-sample proportion is as shown in Table 2.

**Table 2: Sample Size**

Category	Sample Size
CSO	1
Head Teachers	13
Teachers	56
Grade 7 Girls	178
<b>Total</b>	<b>248</b>

**Source:** Researcher, (2023)

### 3.5 Data Collection Instruments

The researcher will consider instruments that was used for this study; this will include questionnaires, and interview schedules. Mugenda and Mugenda (2009) advocate that a researcher will have to come up with instruments to collect the necessary data. Therefore, the researcher will develop questionnaires and interview schedules to obtain the required data from the respondents.

#### 3.5.1 Questionnaire

The researcher will use structured and unstructured questionnaires for both teachers and grade 7 girls with questions that are based on the objectives. The questionnaire is suitable

for this groups of because it has many benefits, as suggested by Levi (2017). The researcher will use questionnaires comprising two distinct sections, denoted as Section A and Section B, in order to collect data from both teachers and grade 7 girls. Section A of the study incorporated data collected from participants, encompassing variables such as gender, total service time, and professional credentials. Section B covers the study objectives, which are assessed using a Likert scale. Kombo and Stomp (2006) conducted a study in which they found that questionnaires have the potential to effectively gather data from diverse domains and populations. The researcher will employ questionnaire as a means of assessing the influence socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya.

### **3.5.2 Interview Schedule**

This study also made use of an interview schedule on CSOs and headteachers to collect the required information on the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. An interview schedule is defined by Mugenda and Mugenda (2003) as a set of questions that the interviewer asks when interviewing. The interview schedule tool will enable the researcher to collect information that will supplement the questions covered in the questionnaire. Kothari (2004) notes the usefulness of this method is that it has the capability of producing fairly reliable results. Thus, the interview schedule was used to provide data on the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya.

### **3.5.3 Focus Group Discussion**

In accordance to O’Leary (2014). Focus group discussion (FGD) is a proper means to put people with similar backgrounds or those who share same experiences to discuss topics that

affect them or the society. Moderator who gives them the topics discussion and encourages participants to be lively controls the group of discussion. The FGD was administered to the girls in the regular schools. It was appropriate, as the girls was grouped in a manner that is manageable.

### **3.5.4 Document Analysis**

Bowen (2009) document analysis involves analysis of documents or creating a rubric to score a document. The researcher will obtain progress records from the class teachers and the attendance registers to aid in obtaining data for the research. The data obtained from the progress record and the class attendance register will assist in analysis on the performance of girls affected by the socio-cultural activities.

## **3.6 Reliability and Validity of Research Instruments**

### **3.6.1 Validity of Research Instruments**

Augousti (2013) defines validity as the accuracy and relevance of conclusions drawn from research findings. It also refers to the extent to which a research study measures what is supposed to measure and whether the results of the study are accurate and representative of the phenomenon being studied. To guarantee content and construct validity in this research, questionnaires was preliminarily reviewed by a sample of the target respondents, and the research supervisor provided feedback to improve content validity. This process ensures that the questionnaire accurately measures what it is intended to measure, reflecting the study's objectives effectively. Validity increases transparency and reduces biasness in qualitative research (Sing, 2014).

### 3.6.2 Reliability of Research Instruments

Reliability refers to the degree by which an instrument can be dependent upon its consistency to yield the same result. Franke and Wallen. (2009) advanced that a measuring instrument is reliable if it provides consistent information after several tests. Donald (2006) Reliability is a measure in which a research instrument gives the same results repeatedly. It must have the capacity to consistently yield similar results when repeated measurements are taken under the same conditions.

Reliability of a research instrument is essentially informed by its repeatability (stability over time) and internal consistency (homogeneity measures) in which case the items in the tool are free from error and should always yield consistent results (Neuman, 2012). The study sought to establish whether the research instrument was consistent by correlating the items in the tool to yield a correlation coefficient referred to as Cronbach's Alpha ( $\alpha$ ). The tool is consistent when the value of Cronbach's Alpha is equal to or is greater than 0.7 otherwise it is inconsistent (Kothari, 2012). When the tool is inconsistent, the inconsistent items are reviewed through editing or deletion. Using SPSS version 28.0, reliability of the instruments was resolved through the internal consistency where Cronbach's Alpha correlation coefficient of 0.7 and above was considered acceptable as shown in table 3.

**Table 3: Reliability Results**

Variable	No of Items	Cronbach Alpha	Remark
<b>Valid</b> Early Marriages	5	0.736	Reliable
Domestic Violence	5	0.774	Reliable
FGM Practices	5	0.783	Reliable
Social Roles	5	0.720	Reliable
Academic Achievement	5	0.713	Reliable
N = Cronbach's Alpha	<b>25</b>	<b>0.745</b>	Reliable

**Source:** Researcher (2024)

These results show that the overall Cronbach's Alpha value for the questionnaire was 0.745. According to Christodoulou et al., (2016), this exceeded the threshold of 0.7. So, the current items in the tool were retained since the tool was highly reliable.

### **3.7 Data Collection Procedures**

Prior to seeking research approval, the researcher will obtain permission from Mount Kenya University to apply for a license from the National Commission for Science, Technology, and Innovation (NACOSTI). The study findings were shared with the Director of Education for the Turkana East Sub-County and the headteachers of the selected schools. During the designated data collection period, the researcher will visit the public primary schools in order to make the necessary logistical arrangements. Surveys were distributed and collected independently by the researcher (Langley et al., 2016). The initial page of the data collection instrument will provide respondents with research objectives and a data sheet. Respondents will review the informational brochure before deciding on their participation. Surveys were collected, and interviews were conducted three days later, with results promptly being recorded.

### **3.8 Data Analysis Procedure**

This study generated both qualitative and quantitative data; hence, both qualitative and quantitative techniques were used to analyse the data obtained. Quantitative data was analysed using both descriptive and inferential statistics. Mugenda and Mugenda (2019) assert that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurement using a few indices or statistics. Descriptive statistics involved the use of means, standard deviations, frequencies and percentages while inferential statistics involved correlation and regression analysis. The process of data analysis requires the use of a computer spreadsheet, and for this reason, the Statistical

Package for Social Sciences (SPSS Version 27) was used. In order to determine the relationship between independent and dependent variables of the study.

Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondent information and comparing responses to documented data on factors influencing academic achievement of girls in public primary schools. The qualitative data was presented thematically in line with the objectives of the study. Multiple regression model was used in determining the association between the dependent and independent variables. The multiple regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y = is the dependent variable (Academic Achievement),

$\beta_0$  = Constant Term;

$\beta_1$ - $\beta_4$  = Regression Coefficients;

$X_1$  = Early Marriages;

$X_2$  = Domestic Violence;

$X_3$  = FGM Practices;

$X_4$  = Social Roles and

$\varepsilon$  = Error Term.

### **3.9 Ethical Considerations**

According to Bryman and Bell (2010), ethical considerations are factors that researcher ought to bear in mind so that the respondents feel secure to respond to researcher's questions. The researcher will therefore ensure that informed consent is sought from the respondent prior to the study and the anonymity of their subjects is respected by making sure that no names of respondents or institution represented is indicated in the forms.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter presents data analysis, interpretation and presentation of the study. This research was aimed at assessing the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. Both descriptive and inferential statistics were used to analyze data and presented in form of frequency distribution tables.

#### 4.1 Response Rate

The study sampled two hundred and forty-eight (248) respondents from the public primary schools in Turkana East Sub County, Kenya. However, out of the 248 questionnaires distributed, one hundred and eighty-one (181) respondents completely filled in and returned the questionnaires which comprised 72.98% of the respondents. This response is reliable for data analysis. Mugenda and Mugenda (2009) explained that a response rate of 60% is good and a response rate of 70% and over is excellent. The results for response rate are presented in Table 4.

**Table 4: Response Rate**

	<b>Frequency</b>	<b>Percentage</b>
Returned Questionnaires	181	72.98
Not Returned Questionnaires	67	27.02
<b>Total</b>	<b>248</b>	<b>100.00</b>

**Source:** Field Data, (2024)

## 4.2 Demographic Data

This comprised of the detailed demographic data of respondents. Specifically, the demographic data was in respect of the CSOs, head teachers, teachers, and grade seven girls. Respondents' area of specialization, department, experience, skills, gender, age and level of education were discussed as illustrated:

### 4.2.1 Respondents by Gender

This section provides data regarding demographic data of respondents by gender, age, experience and level of education. The findings on these items were as presented in the table 5.

**Table 5: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	42	23.20
Female	139	76.80
<b>Total</b>	<b>181</b>	<b>100</b>

**Source:** Researcher, (2024)

Results from Table 5 shows that female respondents were more than male at 76.80% and 23.20% respectively. Out of 181 respondents, 139 were females and 42 males. Thus, the dispersion of 53.6% is so significant and it implies that the study targeted the influence of socio-cultural practices of girls in public primary schools in Turkana East Sub County, Kenya

#### 4.2.2 Respondents Age

The study sought to establish the age of all the respondents in the study. The outcomes were as presented in Table 6.

**Table 6: Respondents Age**

Age	Frequency	Percentage
Between 10 years and 20 years	130	71.8
Between 21 and 30 years	21	11.6
Between 31 and 40 years,	17	9.4
Between 41 and 50 years	9	5.0
Over 51 years	4	2.2
<b>Totals</b>	<b>181</b>	<b>100.00</b>

**Source:** Field data (2024)

The study established that majority (130; 71.8%) of the respondents are of the age of between 10 years and 20 years. Only a few (51; 28.2%) are of the age of 21 years and above 51. This implies that majority of the respondents are grade 7 girls.

### 4.2.3 Level of Education

The researcher was also interested in the level of education of the respondents who participated in the study. The results were as shown in Table 7.

**Table 7: Respondents' level of Education**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
Primary level education	130	71.8
College level education (P1/Diploma)	31	17.1
Graduate level education	16	8.8
Post graduate level education	4	2.2
<b>Totals</b>	<b>181</b>	<b>100.00</b>

**Source:** Field data (2024)

From Table 7, it is discovered that, a total of 130 (71.8%) had primary level education, 31 (17.1%) had college level education (P1/Diploma) and 20 (11.0%) graduate degree level of education, and post graduate degree level of education respectively. This means that most of the Respondents were still grade seven girls.

### 4.2.4 Work Experience

The study sought to determine the respondents' work experience which was categorized into four levels as; below 1 year, between 1 and 5 years, between 5 and 10 years, between 10 and 15 years and over 15 years. The results were as shown in Table 8.

**Table 8: Respondents' Work Experience**

<b>Work Experience</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 year	11	6.1
Between 1 and 5 years	29	16.0
Between 5 and 10 years,	9	5.0
Between 10 and 15 years	130	71.8
Over 15 years	2	1.1
<b>Totals</b>	<b>181</b>	<b>100.00</b>

**Source:** Field data (2024)

According to Table 8, the highest percentage 130(71.8%) of the respondents have between 10 and 15 years of school experience. Only a few of them (51; 28.2%), have working experience of between 1year and 10 years. The findings imply that the majority of the respondents are still grade seven girls.

#### **4.3 Descriptive Statistics for the Study Variables**

Before proceeding with the inferential analysis of the data, it was well analyzing the common descriptive statistics of the study sample data. The main research purpose of the study was to assess the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. Numerous socio-cultural practices were acknowledged among which the respondents were requested to state the degree to which they enhance academic achievement of girls in public primary schools in Turkana East Sub County. A Likert scale of five points was provided running from 1= very small extent, 2=small extent, 3= neutral, 4= great extent,5= very great extent. From the answers, descriptive measures of central distribution: standard deviation and mean were

applied for ease of generalization and interpretation of findings. The following sub-headings represent the findings.

### 4.3.1 Early Marriages and Academic Achievement

The respondents were required to indicate the extent to which they agreed with the statements on how early marriage practices influence academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The results, which included mean and standard deviation, were analyzed, summarized, and presented in table 9.

**Table 9: Early Marriage Practices**

<b>Statements</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
That these practices force girls to drop out of school, significantly hindering their academic progress.	181	1	5	4.24	0.841
That girls who become pregnant often face societal pressure to assume adult responsibilities, leaving little to no time for education	181	1	5	4.01	0.907
There are increased cases of maternal health complications among young girls, such as obstetric fistula	181	1	5	3.82	1.023
That families marry off their daughters to reduce financial burden due to high poverty levels	181	1	5	4.47	0.743
That cultural norms involving the payment of bride price or dowry can encourage families to marry off their daughters early	181	1	5	4.14	0.852
Valid N (listwise)	181				

**Source: Researcher (2024)**

From Table 9, respondents agreed with the statement that these practices force girls to drop out of school, significantly hindering their academic progress, this is supported by a mean of 4.24 and a standard deviation of 0.841; respondents also concurred with the statement

that girls who become pregnant often face societal pressure to assume adult responsibilities, leaving little to no time for education (M=4.01, SD=0.901) and that there are increased cases of maternal health complications among young girls, such as obstetric fistula (M=3.82, SD=1.023); on the issue that families marry off their daughters to reduce financial burden due to high poverty levels (M=4.47, SD=0.743). Further, respondents agreed that cultural norms involving the payment of bride price or dowry can encourage families to marry off their daughters early (M= 4.14, SD=0.852).

This is in agreement with the study by UNICEF (2021) which reports that a large number of women in the world encounter so many challenges in their marriages to the extent that it is so serious that can make some of them to commit suicide or even kill their spouses and on serious cases kill their children because they can't continue suffering. These UNICEF report clearly indicates that some parents force their children to marry off with or without their consent and more disheartening is that these children are of tender age, without putting into considerations their wellbeing, with the sole interest of gaining some social and financial status. They therefore fail to know that children have their rights that guard them and ensure that they realise their full potential in life which includes getting access to education, without undue interferences from their parents or guardians by whatever means.

Education transition rates are the percentage of learners advancing from one level of schooling to the next. It is calculated as the percentage of upcoming year divided by the number of grade 7 girls in senior class in the preceding year (Hueblar, 2011). The section entails what other scholars have done in relations to the topic and objectives of the proposed study; it will present sub-themes which include; early marriages on academic achievement of girl child, domestic violence on academic achievement, FGM on academic achievement

of girl child, social roles on academic achievement of girl child, theoretical framework and conceptual framework.

Early marriage is a socio-cultural factor that 50% of the girls identified as an obstacle to Girls' education in Primary School. Early marriage denies a girl-child the opportunity to attend school. In some rural-arid and semi-arid areas of Kenya, parents still arrange marriage for their children. Onsomu and Muthaka (2017). Parents who have not gone to school are ignorant of what their children are taught in schools. They do not see monetary returns especially for girls, this is the reason they value marriage because they get return from dowry (Ngware, Onsomu & Muthaka, 2007).

Ordinarily, education despite facing several challenges has brought social order around the world even in addressing the challenges of people, in particular women and the disadvantaged. Research done by Anastas (2012) in New York agrees with this fact by alluding that education has been able to shape social norms that even discourage early marriages thus limiting their opportunities. Increasing female education is a catalyst for bringing equality among the women and men as all of them are given equal opportunity to chase their dreams.

The societal cultures, traditions and social values are very important in shaping and bringing up a society that is governed and secured by the laws of the land. We need to embrace those that are for the benefit of any member in the society and abolish or ban those that are harmful to anyone, UNICEF (2018), The government and states of the day should therefore work together and in partnership with other organizations like UNICEF, WHO as well as the communities to bring child marriages and other harmful social practices to an end. UNICEF

(2018) statistics shows that more than 200,000 girls below sixteen was married in the U.S. between 2000 and 2015 these figures are alarming.

According to UNFPA (2012), early marriages is still in the rise in many states and countries of the world despite having ratified international agreements, and having national laws in place that try to curb this practise. This has therefore negatively affected many school going children, as they have become mothers at tender ages. A study carried out by UNFPA in 2012 shows that in developing countries three girls out of ten girls was married off before they attained their 18<sup>th</sup> birthday. It is even worse in middle and low-income countries as the enhancement of maternal health worldwide has been affected greatly by early marriages. This is because most of the girls aged 15 to 19 have died due to child delivery complications.

#### **4.3.2 Domestic Violence Practices and Academic Achievement**

The respondents were required to indicate the extent to which they agreed with the statements on how domestic violence practices influence academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The results, which included mean and standard deviation, were analyzed, summarized, and presented in table 10.

**Table 10: Domestic Violence Practices**

Statements	N	Min	Max	Mean	Std. Deviation
That some belief systems or societal norms condone or trivialize domestic violence	181	1	5	3.78	0.710
Behavioral issues such as aggression, withdrawal, and anxiety in children develop as a result of witnessing domestic violence	181	1	5	4.58	0.965
That symptom of depression such as sadness, hopelessness, withdrawal from activities, or a lack of interest are witnessed among girls in school	181	1	5	3.91	0.758
Frequent absences from school due to unexplained lateness, or decreased performance	181	1	5	2.24	0.662
That women and girls are at higher risks than men especially when involved in gender-based violence	181	1	5	4.47	0.792
Valid N (listwise)	181				

**Source: Researcher (2024)**

According to Table 10, respondents agreed that some belief systems or societal norms condone or trivialize domestic violence (M=3.78, Std Dev=0.710). They also agreed that behavioral issues such as aggression, withdrawal, and anxiety in children develop as a result of witnessing domestic violence (M=3.91, Std Dev=0.758). However, respondents disagreed with the statement that frequent absences from school due to unexplained lateness, or decreased performance (M=2.24, Std Dev=0.662). Additionally, respondents strongly agreed that symptom of depression such as sadness, hopelessness, withdrawal from activities, or a lack of interest are witnessed among girls in school (M=4.47, Std Dev=0.792) and that women and girls are at higher risks than men especially when involved in gender-based violence (M=4.58, Std Dev=0.965).

These results are consistent with a report that was compiled in National Coalition against Domestic Violence (2017) about domestic violence cited the USA where an estimated number of 20 people was physical abused in 1 minute. Averagely this accounted for 10 million people affected yearly. In their Data the NCAD Indicated that women were the most vulnerable with 1 out of every 3 being hurt by partners where only 1 out of the 25 involving men with Injuries from their partners. Out of all these approximately 19% was very close partners.

Riechers (2010), report of study carried out shows how rampant reports of domestic violence is but unfortunately, the authorities choose to neglect frequent reports and so many fail to report the incidence. Riecher reported that domestic violence causes many negative outcomes and risk against women and children. The central victim here is the girl child as the risk factors include early marriage for the girl child, lower educations, violence, and alcohol and drug abuse. There is however no overall consistency in this, Domestic violence is still a global social vice quite wide spread especially in Brazil and Tanzania where it is tied on taboos and uncertainty.

The victims of which many are women, children and a negligible number of men undergo the violence within their intimate relationship and to some extend the immediate social environment. They undergo physical violence, emotional and psychological violence that poses great risk to their health, one cannot give an accurate extent of the violence due to the inability of the affected victims to narrate their ordeals or request for help. The underlying reason is shame, perception hinged on traditional issues of marriage, family, and feelings of fear. The number of unknown cases is high due to rare notification to the law authorities. Those in position never keep epidemiological data.

Horrifying and terrible experiences whereby wives are badly bitten by their husbands was reported by WHO (2010) research in ten different countries with different customs, traditions, values and family structures in Bangladesh, Brazil, Ethiopia, Japan, Peru, Namibia, Samoa, Serbia and Montenegro, Thailand and Tanzania. This affects the lives and upbringing of children. Further, the report highlights the need of public health response against the violence unleashed on women. The impact is not only immediate harm on women but affect many in their future life. The medical personnel hardly recognise the problem nor give a report of evidence of violence on women suffering. The victims rarely get adequate help and support.

A further study done by Hindin and Kishor (2010) gave the demographic and health survey of the countries mentioned as follows, Canada 18 %, Zambia 48%, Dominican Republic 17%, South Africa 42% and Ethiopia 16% of girls and women aged (13-23) reported domestic violence cases.

#### **4.3.3 FGM Practices and Academic Achievement**

The respondents were required to indicate the extent to which they agreed with the statements on how FGM practices influence academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The results, which included mean and standard deviation, were analyzed, summarized, and presented in table 11.

**Table 11: FGM Practices**

Statements	N	Min	Max	Mean	Std. Deviation
Missing school or prolonged absences, possibly linked to recovery from FGM or associated health issues	181	1	5	3.89	0.692
That sometimes girls avoid sports or physical education classes, especially activities that involve undressing or changing clothes.	181	1	5	4.19	0.891
That some girls experience signs of trauma, such as anxiety, depression, or post-traumatic stress disorder (PTSD).	181	1	5	3.14	0.840
Repeated health issues without clear explanations, potentially related to FGM.	181	1	5	3.89	0.909
That FGM practices leads to girls' withdrawal from social interactions or unusual behavior changes	181	1	5	4.45	0.866
Valid N (listwise)	181				

**Source:** Researcher (2024)

According to Table 11, respondents agreed that missing school or prolonged absences, possibly linked to recovery from FGM or associated health issues (Mean=4.45, Std Dev=0.866). Additionally, respondents concurred that sometimes girls avoid sports or physical education classes, especially activities that involve undressing or changing clothes. (Mean=4.19, Std Dev=0.891). The findings also showed that some girls experience signs of trauma, such as anxiety, depression, or post-traumatic stress disorder (PTSD). (Mean=3.74, Std Dev=0.840). Furthermore, respondents agreed that Repeated health issues without clear explanations, potentially related to FGM. (Mean=3.89, Std Dev=0.909) and finally, respondents were neutral about statement that FGM practices leads to girls' withdrawal from social interactions or unusual behavior changes (Mean=3.14, Std Dev=0.840). These results are consistent with WHO (2013), report which estimates that about 200 million women and girls who are living today have gone through the FGM practise and that most of the population is traced to the African continent where FGM has been documented in 30

countries with Guinea top in the list with a prevalence of 96% and Kenya among the 30 nations with a prevalence of 27%. WHO reports that the prevalence is highest in Africa followed by the Middle East and then the South America Region.

UNICEF (2016) statistical report shows that least 200 million women from across the world living now have undergone FGM. The report shows that the practice is wide spread in the following countries where about half of them have been cut these countries include, Indonesia, Egypt and Ethiopia. The study also proved that FGM is a worldwide disaster that affects females in several countries and no matter which form of practice it took or which procedure was involved; FGM violates the rights of women and girls. The momentum and vigour to end FGM is indeed growing across the world. Fortunately, there has been a great reduction of such practices as reported with 41% in Liberia, 31% in Burkina Faso, 30% in Kenya and 27% in Egypt in the last three decades, giving hope for the better years ahead.

Gupta, (2016) observes that FGM statistics are not the same across corners of the world with different cultures, with some forms that are very risky to the health of women. In all these cases, FGM poses a great threat to the well-being of females. Therefore, all partners like the government, health ministry, education ministry and international organisation must all work together towards curbing FGM practices.

Once the girls undergo FGM, they were made to feel that they had become adults and mature. In school they become shy and uninterested and most of them get married and others simply drop out of school and stay at home awaiting marriage. In Kenya initiation/circumcision ceremonies are scheduled to take place during the school holidays but the process begins earlier, leading to absenteeism from school. The circumcised children also take longer to heal before they can go back to school. Initiation ceremonies involve

both boys and girls but the expectations after the ceremony are more on girls than on boys because girls are engaged for marriage after initiation in some community (Republic of Kenya, 2003).

Crichton et al. (2012) The Kenyan education is programmed in a system known as 8:4:4, which is regulated by the Kenyan government ministry. Students take 8 years in primary, then spend 4 years in secondary mostly referred to us high school stage. Upon satisfactory accomplishment of their examination, they are awarded with a certificate that enables them proceed to higher education at university. In 2003, the former president Mwai Kibaki initiated Free Primary Education in public schools. Primary Education therefore became free and mandatory. Education for young children in early is accessible through NGO'S, local authorities and private sectors but the Kenya new constitution, which was promulgated in 2010, gave the directive to the county government to cater for pre-primary education (Kenya Constitution, 2010).

#### **4.3.4 Social Roles and Academic Achievement**

The respondents were required to indicate the extent to which they agreed with the statements on how social roles influence academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The results, which included mean and standard deviation, were analyzed, summarized, and presented in table 12.

**Table 12: Social Roles**

Statements	N	Min	Max	Mean	Std. Deviation
Girls are typically responsible for daily household tasks such as cooking, cleaning, fetching water, and collecting firewood	181	1	5	4.37	0.950
That girls also participate in tending to livestock, such as goats, sheep, and cattle, which are central to the Turkana economy and culture	181	1	5	4.07	0.923
Girls are increasingly encouraged to attend school, though their education may be interrupted by domestic responsibilities or cultural practices	181	1	5	3.41	0.974
Involvement in cultural and religious ceremonies, such as initiation rites, weddings, and other community gatherings	181	1	5	3.82	1.010
Adhering to defined gender roles, which dictate their behavior, responsibilities, and opportunities within the community	181	1	5	3.94	0.915
Valid N (listwise)	181				

**Source:** Researcher (2024)

According to Table 12, respondents agreed that girls are typically responsible for daily household tasks such as cooking, cleaning, fetching water, and collecting firewood (Mean=4.37, Std Dev=0.950), that girls also participate in tending to livestock, such as goats, sheep, and cattle, which are central to the Turkana economy and culture (Mean=4.07, Std Dev=0.923) and that girls are increasingly encouraged to attend school, though their education may be interrupted by domestic responsibilities or cultural practices (Mean=3.41, Std Dev=0.974). Additionally, respondents agreed that involvement in cultural and religious ceremonies, such as initiation rites, weddings, and other community gatherings (Mean=3.82, Std Dev=1.010) and that adhering to defined gender roles, which dictate their behavior, responsibilities, and opportunities within the community (Mean=3.94, Std Dev=0.915).

The findings are in agreement with that of Macleod (2009) who gave the definition of social roles as to what people in the larger society do as compared to the expectation of the society. He argued that anything that an individual or social group does or the activities they carry out affects the way they relate with others and their behaviour as they try to adjust and fit into norms and traditions of a particular group which changes with time as they gradually fit into the group.

According to Dlabay and Scott (2011), culture has been the biggest factor that has bound people together as it provides a platform where the indigenous people easily identify with one another. They further agree that there is need to bring to an end cultural norm that affects the well-being and growth of an individual, these include cultures that research as proven harmful like domestic violence, seeing the girl child as source of wealth for the family, FGM and social roles stratification. They emphasized on schooling as its products relates in one way or another with culture for instance social sciences, religious studies, history and languages where positive aspects of culture can be administered to the younger generation and through this a permanent change in behaviour was achieved.

Kumar, (2010) advocates that culture can be adapted in different forms in the different set ups where children find themselves exposed to, a perfect example is the school where the learners will always want to copy and emulate what the significant adult does and do as they carry out their normal functions, for schools and the larger society therefore to achieve the accepted morals norms and good behaviours it needs to incorporate socially desired behaviours, values and attributes that are found into the school curriculum and administrators tasked to ensure that all tutors facilitates and that the learner is acquainted with this through daily teaching and learning. The larger societies members are provided with a platform that will enable them ensure that the rights of all the children and especially

the girl child are respected and condemn cultural practices that violate these fundamental rights.

A participatory poverty assessment done in Zambia by Norton, Owen and Milimo, (2014) revealed that girls are withdrawn from school after grade four because of bride wealth payment which is alleged to diminish for an educated girl. Gender disparities begin early in life with parents ascribing lower aspirations and expectations to a girl child than a boy child. These lowered expectations and aspirations have continued to affect girls' educational achievement despite the many interventions and programs put in place to encourage their participation in secondary schooling. As boys grow up, they socialize differently, with girls being taught one set of values and boys another. At a very young age, girls begin to understand and imbibe the culture of meekness, subservience, conformity and domesticity. They accept duties assigned in accordance with traditional gender specific advisor of labor. Son preferences and parents' perceptions and attitudes towards schooling of girls give education in Africa and elsewhere have long been plagued with pedagogy of difference by way of education that stresses the difference between boys and girls even men and women rather than similarities (FAWE, 2009), such pedagogy differences start at home and end in community. It is here that the notions of gender relation are transmitted from one generation to the next.

#### **4.3.5 Academic Achievement**

The dependent variable in this investigation was academic achievement. The researcher sought to assess the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. Descriptive statistics, which

involved mean and standard deviation, were jointly employed to summarize the responses as presented in Table 13.

**Table 13: Academic Achievement**

<b>Statements</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
Regular attendance and punctuality, indicating commitment and responsibility	181	2	5	4.04	0.898
Regular attendance and low absenteeism, despite challenges such as domestic responsibilities or long distances to school	181	1	5	4.54	0.902
That there is active involvement in classroom discussions and activities.	181	1	5	3.45	0.878
Consistent completion and quality of homework and school assignments	181	1	5	3.28	0.863
Encouragement and support from parents and the community for girls' education	181	1	5	4.14	0.978
Valid N (listwise)	181				

**Source:** Researcher (2024)

According to Table 13, respondents strongly agreed that regular attendance and punctuality, indicating commitment and responsibility (Mean=4.04, Std Dev=0.898) and that regular attendance and low absenteeism, despite challenges such as domestic responsibilities or long distances to school (Mean=4.54, Std Dev=0.902), respondents also concurred with the statement that there is active involvement in classroom discussions and activities (Mean=3.45, Std Dev=0.878). Further, respondents agreed that consistent completion and quality of homework and school assignments (Mean=3.28, Std Dev=0.863). Nonetheless, respondents agreed that encouragement and support from parents and the community for girls' education (Mean=4.13, Std Dev=0.978).

The findings are in line with those of Worthen and Sanders (2017), who observed that in most nations' education is increasingly reviewed as a primary means of solving social problems. Through education, people acquire knowledge, skills and attitudes necessary for sustainable economic growth and general development. In Kenya, as in many developing countries trends of gender inequality, not only in education but also in the labour market, political leadership and social and economic spheres. Education is a key factor in determining development trends, particularly in contemporary world. National governments have embraced the idea of equal education for all as a matter of priority.

Over the last decade the politics of gender in developing countries like Kenya have been carried out with the context that women deserved better in terms of numerical representation. Though women constitute slightly over half of Kenyans population majority are poor. Education Report of Kenya (1964) mostly known as Ominde Commission and other education reports made recommendation to the need for accelerating the education of the girl child. Republic of Kenya (2003) recognized the tremendous efforts made by the Kenya government to improve girls' education including affirmative action on the expansion of facilities to enable the girl child to study science subjects and a policy to allow a girl who drops out of school due to pregnancy to continue with education (Koringura, 2004). World Bank (2006), noted that the only way to reduce the disparities in women's involvement in economic activities is to involve girls in education by developing girl friendly measures and packages which should include locating many schools to the communities, waiving school fees, having locally based female leaders as role models and a flexible school calendar that could cater for girls' domestic duties and responsibilities.

Some cultural aspects that include early marriages, domestic violence, female genital mutilation and social roles have hindered educational achievement of the girl-child learning

of many African communities, and the Turkana community is no exception. The Turkana culture is rich and varied but there is a big gap between culture and education that need to be filled (Adeyemi & Okpotu, 2010).

Ordinarily, education despite facing several challenges has brought social order around the world even in addressing the challenges of people, in particular women and the disadvantaged. Research done by Anastas, (2012) in New York agrees with this fact by alluding that education has been able to shape social norms that even encourage early marriages thus limiting their opportunities. Increasing female education is a catalyst for bringing equality among the women and men as all of them are given equal opportunity to chase their dreams.

Child labor hampers children participation in Education. Particularly the girls who undertake numerous house chores. Therefore, there is need to reduce the number of domestic chores for girls at home Shimada (2018). The government, in coordination with UNICEF, has previously published data of vulnerable children who are engaged in child labor as per the survey carried in 2000 of age 10-17 years are mostly affected (UNICEF, 2008).

Girls' education has become a global concern despite numerous challenges facing girl child education such as inadequate school physical facilities and social cultural factors like early marriages, unwanted pregnancies, insecurity in and on the way to school, risk of rape and child labour. As reported by UNESCO (2008) many girls are laden with several domestic courses like child rearing, caregiving for the sick parents, food preparation and sometimes offering economic support to their poor families (Ngware, Onsomu & Muthaka, 2007). However, several activities and gender policies have been initiated by parents, governments

and other educational stakeholders to improve access and participation of girls in education. These are aimed at eliminating gender disparity in education by 2015 and achieving gender equality in education, Shimada (2018).


#### 4.4 Diagnostic Test

The researcher undertook two diagnostic tests namely the normality and Multicollinearity; the following section presents the diagnostic test study results.

##### 4.4.1 Normality Test

The table 14 shows the study test of normality among the responses.

**Table 14: Normality Test**



	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Early Marriage Practices	.249	181	.210	.776	181	.715
Domestic Violence	.288	181	.170	.805	181	.510
FGM Practices	.287	181	.050	.843	181	.619
Social Roles	.302	181	.245	.837	181	.409

##### a. Lilliefors Significance Correction

From the study, the responses of the variables were normally distributed since the significant values of the Kolmogorov-Smirnov and Shapiro-Wilk Test are greater than 0.05.

#### 4.4.2 Multi-Collinearity Test

Multicollinearity is considered to occur whenever there is more than one variable predestined to measure the same objects (Atikiya, 2015). The independent variable was measured by four variables; early marriage practices, domestic violence, FGM practices and social roles. Hence, it was essential to examine multicollinearity so that the regression and other statistical outcomes are not affected. Multicollinearity test was conducted using Tolerance and Variance Inflation Factor (VIF). A tolerance value close to 1 implies that there is very little multicollinearity problem while those values near 0 implies multicollinearity may pose a threat.

**Table 15: Multicollinearity Test**

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Early Marriage Practices	.874	3.026
Domestic Violence	.832	3.073
Short term securities management	.815	3.092
Social Roles	.862	3.040

**Source:** Researcher (2024)

From the study, the VIF value for early marriage practices is 3.026, domestic violence practices is 3.073, FGM practices is 3.092 and social roles is 3.040 which is between 1-10 range hence conclude that there is no multicollinearity between the variables.

#### 4.5 Inferential Statistics

Because the diagnostic test results indicated that the data was normally distributed, then the study subjected the data into further parametric analysis, which include the correlation, and

regression analysis. The subsequent section presents the correlation and regression analysis results of the study.

#### 4.5.1 Correlation Analysis

In order to analyze relationship between socio-cultural practices and academic achievement of girls in public primary schools in Turkana East Sub County, the researcher used Pearson's correlation analysis. Correlation analysis of all the independent variables was determined to express their association with the dependent variable (academic achievement) that is to infer features of populations grounded on samples (Johnson & Christensen, 2014). The Pearson's correlation analysis helps to determine the relationship among variables.

The independent variables (early marriages, domestic violence, FGM practices, and social roles) were correlated with the dependent variable of the study (academic achievement of girls in public primary schools in Turkana East Sub County) and results shown in Table 16.

**Table 16: Correlation Results**

		<b>Academic Achievem t</b>	<b>Early Marriage s</b>	<b>Domesti c Violence</b>	<b>FGM Practice s</b>	<b>Social Roles</b>
Academic Achievem t	Pearson Correlatio n Sig. (2- tailed) N	1				
Early Marriages	Pearson Correlatio n Sig. (2- tailed) N	0.647**	1			
Domestic Violence	Pearson Correlatio n	0.736**	0.224**	1		

	Sig. (2-tailed)	0.000	0.004			
	N	181	181	181		
FGM Practices	Pearson Correlation	0.603**	.373**	0.078	1	
	Sig. (2-tailed)	0.000	0.000	0.324		
	N	181	181	181	181	
Social Roles	Pearson Correlation	0.446**	0.070	-.354**	.373**	1
	Sig. (2-tailed)	0.018	0.376	0.000	0.000	
	N	181	181	181	181	181

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** Researcher (2024)

The connection between academic achievement of girls in public primary schools in Turkana East Sub County and the predictor variables; early marriages, domestic violence, FGM practices, and social roles was positive, with values of 0.647, 0.736, 0.603, and 0.446 respectively. The examination therefore confirmed that for the academic achievement of girls in public primary schools in Turkana East Sub County to be appreciated, the four socio-cultural practices deliberated should be embraced. All the indicators of socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) were correlated amongst themselves. This meant that they were all moving in the same direction.

These results corroborate the findings by Onsomu and Muthaka, (2017) who assert that early marriage is a socio-cultural factor that 50% of the girls identified as an obstacle to Girls' education in Primary School. Early marriage denies a girl-child the opportunity to attend school. In some rural-arid and semi-arid areas of Kenya, parents still arrange marriage for their children. Parents who have not gone to school are ignorant of what their children are taught in schools. They do not see monetary returns especially for girls, this is the reason

they value marriage because they get return from dowry (Ngware, Onsomu & Muthaka, 2019). The Turkana community has embraced this practise for a long time and this prompted the researcher to find out the influence of socio-cultural practices on the academic performance of girls.

#### 4.5.2 Regression Analysis

The research purpose was to assess the influence of socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) on academic achievement of girls in public primary schools in Turkana East Sub County. In order to establish the influence of socio-cultural practices on academic achievement, academic achievement was regressed against socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) and the results recorded in Table 17, 18 and 19.

**Table 17: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804 <sup>a</sup>	0.646	0.614	1.2459

a. Predictors: (Constant), Early Marriages, Domestic Violence, FGM Practices, and Social Roles

**Source:** Field Data, (2024)

The model summary results displays that there was an association between socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) and academic achievement of girls in public primary schools in Turkana East Sub County (R=.804). The regression results indicated that socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) were jointly satisfactorily in explaining

the effect of academic achievement of girls in public primary schools in Turkana East Sub County where it accounted for 64.6 percent of variation in academic achievement ( $R^2 = .646$ ). This means that early marriages, domestic violence, FGM practices, and social roles can explain about 64.6% of the proportion of total variations in academic achievement. Other variables not in the study contribute to the remaining 35.4% of the changes in academic achievement.



**Table 18: ANOVA Results**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b> Regression	24.806	4	6.201	80.532	.000 <sup>b</sup>
Residual	13.594	176	0.077		
Total	38.400	180			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Early Marriages, Domestic Violence, FGM Practices, and Social Roles.

**Source:** Field Data, (2024)

The ANOVA table results revealed that socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) had a significant influence on academic achievement of girls in public primary schools in Turkana East Sub County (p-value = .000). An F statistic showed that the general model was significant (F = 80.532, p < .05). This exhibited that the applied model underscores the significance of the overall model and can predict the change in academic achievement of girls in public primary schools in Turkana East Sub County. The coefficients results showed the extent in which independent variables contributed to the adjustment in the dependent variable as shown in Table 19.

**Table 19: Coefficient's Regression**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	3.281	0.172		7.454	0.000
Early Marriage	0.654	0.065	0.479	3.897	0.000
Domestic Violence	0.443	0.065	0.435	3.553	0.001
FGM Practices	0.568	0.047	0.285	3.598	0.000
Social Roles	0.358	0.042	0.010	0.129	0.012

**a. Dependent Variable: Service Delivery**

**Source:** Researcher (2024)

The coefficients indicate the extent in which independent variables contribute to the modification of the dependent variable. Early marriage practices were statistically significant at ( $\beta = .654$ ,  $P = .000$ ), domestic violence practices were significant at ( $\beta = .443$ ,  $P = .001$ ), FGM practices was significant at ( $\beta = .568$ ,  $P = .000$ ) and social roles was significant at ( $\beta = .358$ ,  $P = 0.012$ ).

The resultant multiple regression equation that can be employed in predicting levels of academic achievement of girls in public primary schools in Turkana East Sub County for 1 standard deviation enhancement in socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) can be stated as:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

$$Y = 3.281 + 0.654X_1 + 0.443X_2 + 0.568X_3 + 0.358X_4$$

Y = Academic Achievement

2.321 = y-intercept; Constant

0.654, 0.443, 0.568, 0.358 = the slope coefficients

X<sub>1</sub> = Early Marriage Practices

X<sub>2</sub> = Domestic Violence Practices

X<sub>3</sub> = FGM Practices

X<sub>4</sub> = Social Roles

$\varepsilon$  = Error Term

The unstandardized beta coefficient 0.654, 0.443, 0.568, and 0.358 represented the expected improvement in academic achievement of girls in public primary schools in Turkana East Sub County for a unit standard deviation enhancement in early marriage practices, domestic violence practices, FGM practices and social roles respectively. This has the meaning that one standard deviation improvement in early marriage practices, domestic violence practices, FGM practices and social roles would raise level of academic achievement of girls in public primary schools in Turkana East Sub County by a factor of approximately to 0.654, 0.443, 0.568, and 0.358 respectively.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter provides a summary of the study, along with its conclusions and recommendations based on the research results. The study aimed to examine the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The summary, conclusions, and recommendations are aligned with the study's objectives and the findings derived from the analysis and interpretations.

#### 5.1 Summary of the Findings

The purpose of this study was to analyze the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The correlation analysis results exposed that socio-cultural practices were positive and significant relationship with academic achievement of girls in public primary schools in Turkana East Sub County. The regression results indicated that socio-cultural practices (early marriages, domestic violence, FGM practices, and social roles) had expressive power over the academic achievement where it accounted for 64.6 percent of variation in academic achievement ( $R^2 = .646$ ).

### **5.1.1 Early Marriage Practices and Academic achievement**

The first objective of the study sought to determine the influence of early marriage practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The study findings revealed that respondents agreed with the statement that these practices force girls to drop out of school, significantly hindering their academic progress, this is supported by a mean of 4.24 and a standard deviation of 0.841; respondents also concurred with the statement that girls who become pregnant often face societal pressure to assume adult responsibilities, leaving little to no time for education (M=4.01, SD=0.901) and that there are increased cases of maternal health complications among young girls, such as obstetric fistula (M=3.82, SD=1.023); on the issue that families marry off their daughters to reduce financial burden due to high poverty levels (M=4.47, SD=0.743). Further, respondents agreed that cultural norms involving the payment of bride price or dowry can encourage families to marry off their daughters early (M= 4.14, SD=0.852).

### **5.1.2 Domestic Violence Practices and Academic Achievement**

The second objective of the study sought to establish the influence of domestic violence practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The study findings revealed that, respondents agreed that some belief systems or societal norms condone or trivialize domestic violence (M=3.78, Std Dev=0.710). They also agreed that behavioral issues such as aggression, withdrawal, and anxiety in children develop as a result of witnessing domestic violence (M=3.91, Std Dev=0.758). However, respondents disagreed with the statement that frequent absences from school due to unexplained lateness, or decreased performance (M=2.24, Std Dev=0.662). Additionally, respondents strongly agreed that symptom of depression such as

sadness, hopelessness, withdrawal from activities, or a lack of interest are witnessed among girls in school ( $M=4.47$ ,  $Std\ Dev=0.792$ ) and that women and girls are at higher risks than men especially when involved in gender-based violence ( $M=4.58$ ,  $Std\ Dev=0.965$ ).

### **5.1.3 FGM practices and Academic achievement**

The third objective of the study sought to establish the assess the influence of FGM practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The study findings exposed that respondent agreed that missing school or prolonged absences, possibly linked to recovery from FGM or associated health issues (Mean=4.45,  $Std\ Dev=0.866$ ). Additionally, respondents concurred that sometimes girls avoid sports or physical education classes, especially activities that involve undressing or changing clothes. (Mean=4.19,  $Std\ Dev=0.891$ ). The findings also showed that some girls experience signs of trauma, such as anxiety, depression, or post-traumatic stress disorder (PTSD). (Mean=3.74,  $Std\ Dev=0.840$ ). Furthermore, respondents agreed that Repeated health issues without clear explanations, potentially related to FGM. (Mean=3.89,  $Std\ Dev=0.909$ ) and finally, respondents were neutral about statement that FGM practices leads to girls' withdrawal from social interactions or unusual behavior changes (Mean=3.14,  $Std\ Dev=0.840$ ).

### **5.1.4 Social Roles and Academic Achievement**

The fourth objective of the study sought to assess the influence of social roles on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya. The study findings showed that, respondents agreed that girls are typically responsible for daily household tasks such as cooking, cleaning, fetching water, and collecting firewood (Mean=4.37,  $Std\ Dev=0.950$ ), that girls also participate in tending to livestock, such as

goats, sheep, and cattle, which are central to the Turkana economy and culture (Mean=4.07, Std Dev=0.923) and that girls are increasingly encouraged to attend school, though their education may be interrupted by domestic responsibilities or cultural practices (Mean=3.41, Std Dev=0.974). Additionally, respondents agreed that involvement in cultural and religious ceremonies, such as initiation rites, weddings, and other community gatherings (Mean=3.82, Std Dev=1.010) and that adhering to defined gender roles, which dictate their behavior, responsibilities, and opportunities within the community (Mean=3.94, Std Dev=0.915).

## 5.2 Conclusions

From the analysis, it has been observed that socio-cultural practices influence academic achievement of girls in public primary schools in Turkana East Sub County. The regression results indicated that socio-cultural practices (early marriage practices, domestic violence practices, FGM practices, and social roles) had illustrative control over the academic achievement where it accounted for 64.6 percent of variation in academic achievement of girls in public primary schools in Turkana East Sub County ( $R^2 = .646$ ). Based on the study finding, the study therefore concluded that socio-cultural practices (early marriage practices, domestic violence practices, FGM practices, and social roles) had significant influence on academic achievement of girls in public primary schools in Turkana East Sub County.

The correlation study results indicated that there was a statistically significant relationship between early marriage practices and academic achievement of girls in public primary schools in Turkana East Sub County. The regression results showed that efforts to address early marriages must focus on raising awareness, enforcing laws, improving access to education and health services, and addressing socio-economic challenges. Empowering girls and their families through education, economic opportunities, and community engagement

can help mitigate the practice of early marriages. The study results indicate significant challenges faced by young girls due to various socio-cultural and economic factors.

The study results indicated that domestic violence practices had statistical and significant influence on academic achievement of girls in public primary schools in Turkana East Sub County. The study concluded that domestic violence practices (behavioral issues in children, such as aggression, withdrawal, and anxiety, women and girls are seen as being at higher risk than men when involved in gender-based violence and symptoms of depression among girls in school, such as sadness, hopelessness, and withdrawal) had significant influence on academic achievement of girls in public primary schools in Turkana East Sub County.

The study correlation results indicated that FGM practices had statistically significant positive correlation with academic achievement of girls in public primary schools in Turkana East Sub County. The study regression results on the other hand found out that FGM practices lead to girls' withdrawal from social interactions or unusual behavior changes, girls' withdrawal from social interactions or unusual behavior changes, the avoidance of sports or physical education, girls missing school or prolonged absences due to recovery from FGM or associated health issues and repeated health issues without clear explanations are also significant concerns. Signs of trauma, such as anxiety, depression, or PTSD, are noted but with a lower mean score. The study hence concluded that if all these measures are taken into considerations, academic achievement of girls in public primary schools in Turkana East Sub County would be realized.

Lastly, the correlation study results showed that social roles had statistically significant positive correlation with academic achievement of girls in public primary schools in Turkana East Sub County. The regression study results showed that significant social roles

and responsibilities are placed on girls within their households and communities. The highest-rated statement reveals that girls are typically responsible for daily household tasks such as cooking, cleaning, fetching water, and collecting firewood, participation in tending to livestock, which is central to the Turkana economy and culture. Girls' involvement in cultural and religious ceremonies and adhering to defined gender roles further highlight the traditional expectations placed on them all had significant influence on academic achievement of girls in public primary schools in Turkana East Sub County.

### **5.3 Recommendations for Practice**

Socio-cultural practices in Turkana East Sub County, Kenya, significantly influence the academic achievement of girls in public primary schools. Addressing these challenges requires a multi-faceted approach, including community sensitization, economic support, policy interventions, and creating a conducive learning environment that values and supports girls' education. Efforts to change harmful practices and attitudes, alongside providing resources and infrastructure, can help improve the academic outcomes for girls in this region.

- i Given the high importance placed on socio-cultural practices, it is recommended that the educational support programs develop and implement targeted educational support programs for girls at risk of dropping out due to early marriages or pregnancy. This can include scholarships, mentorship, and flexible schooling options. Community awareness campaigns should also be launched to educate families about the long-term benefits of educating girls and the detrimental effects of early marriages and pregnancies. These campaigns should involve community leaders, educators, and health professionals. The study also recommends improved

access to healthcare services for young girls, focusing on maternal health to prevent and treat complications such as obstetric fistula. Provide reproductive health education and services to reduce the incidence of teenage pregnancies. Introduce economic empowerment programs for families in poverty-stricken areas and providing alternative income sources can reduce the financial incentives for marrying off daughters early. By addressing these key areas, a safer and more supportive environment would be created thus enabling academic achievement of girls in public primary schools in Turkana East Sub County.

- ii On the issue of domestic violence practices. The study recommends the establishment and strengthened psychological support services in schools and communities to address the behavioral and emotional issues faced by children and girls who witness or experience domestic violence. This can include counseling, therapy, and support groups. Implement awareness and education campaigns to challenge and change belief systems and societal norms that condone or trivialize domestic violence. These campaigns should target all community members, including men and boys, to foster a culture of zero tolerance towards domestic violence. Develop and enforce stronger protection measures and support systems for women and girls at higher risk of gender-based violence. Training teachers and school staff to recognize and respond to these signs can help in providing timely support to affected students. Engage community leaders and stakeholders in efforts to address domestic violence and support victims. Community-based initiatives can promote a collective responsibility towards protecting vulnerable individuals and providing a safe environment. Advocate for stronger policy and legal frameworks that protect individuals from domestic and gender-based violence. Ensure the

implementation and enforcement of existing laws, and push for new legislation where necessary. By taking these steps, a safer and more supportive environment would be created thus enabling academic achievement of girls in public primary schools in Turkana East Sub County.

iii On the issues of FGM practices, the study recommends a comprehensive health and psychological support services for girls affected by FGM. This includes access to medical care for physical complications and mental health services to address trauma, anxiety, depression, and PTSD. Train teachers and school staff to recognize signs of FGM-related issues and provide appropriate support and create a safe and confidential environment where girls can seek help and counseling. The study also recommends engaging community leaders, parents, and young people in discussions to change cultural norms and practices related to FGM. Advocate for stronger policies and legal measures to prevent FGM and protect girls from undergoing the practice and ensuring strict enforcement of existing laws against FGM and support initiatives that promote the rights and well-being of girls. By implementing these recommendations, a safer and more supportive environment would be created hence enabling academic achievement of girls in public primary schools in Turkana East Sub County.

iv Lastly, for the social roles, the study recommends development and implementation of initiatives that support girls' education, ensuring that domestic responsibilities do not hinder their academic progress. This can include providing scholarships, creating flexible school schedules, and offering after-school programs to help girls catch up on missed lessons. Conduct community awareness programs to highlight the importance of education for girls and the long-term benefits it brings to families

and communities. Engage parents, community leaders, and educators to shift cultural norms and practices that impede girls' education. Introduce alternative livelihood programs for families to reduce the reliance on girls for household and livestock-related tasks. These programs can provide families with additional income sources, enabling girls to focus more on their education. By addressing these key areas, a safer and more supportive environment would be created thus enabling academic achievement of girls in public primary schools in Turkana East Sub County.

#### **5.4 Suggestions for Further Studies**

- i. The study recommends another study to be done on the influence of socio-cultural practices on academic achievement in other Counties since the current study concentrated in Turkana East Sub County only.
- ii. Since the current study used only four variables and given the fact that there are other factors that may affect academic achievement, other researchers may seek to unravel the influence of such other predictors.

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## APPENDICES

### Appendix I: Consent Form

I am **Aruoto John Ekaale** a masters Student at Mount Kenya University. Am conducting a study on **the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya**. I kindly wish to inform you that the study is in partial fulfillment of my master degree program. I recruit you conveniently to participate in this study and am seeking your consent. Confidentiality was maintained by using visit numbers rather than names and information gathered will not be revealed to anybody without your consent. Participation in this study is a voluntary. The study poses no any risks to the participants. This study was of value to scholars who will have an interest in studying the socio-cultural practices and academic achievement of girls in public primary schools. It will also provide knowledge and act as part of reference points to the scholars who would want to further research in the same area or related field or for teaching in universities and other institutions of learning.

Before I involve you in this study, I kindly request you sign the declaration below.

I have read the purpose and I hereby agree/disagree to participate in this study.

#### Respondent

Sign.....Date.....

#### Principal Investigator

Sign .....

Mobile Number 0717741485

#### Ethics Review Committee Office

The Chairman

Mount Kenya University, Ethics Review Committee

P O Box 342 – 01000-THIKA

**Appendix II: Consent Form for Students/Minors**

I am **Aruoto John Ekaale** a masters Student at Mount Kenya University. Am conducting a study on the **the influence of socio-cultural practices on academic achievement of girls in public primary schools in Turkana East Sub County, Kenya**. By preventing any injury or violations to students/minors, the information that was gathered on them, and their environment was protected at all costs. The study was able to ensure data security, keep participant names confidential throughout, and limit the use of the respondents' responses to academic research.

Please sign the following declaration before participating in this study.

I have read the aim of the research project and I thus agree/disagree to take part in it. I understand that I can stop at any time I want to and it was OKAY if I want to stop.

Respondent (coded)

Sign..... Date.....

Principal investigator

Name: ..... **Aruoto John Ekaale** .....

Sign.....  


In case of any complaints or further clarification, kindly contact the;

The Chairman

Mount Kenya University,

Ethics Review committee (MKU-ERC)

P.O Box 342-0100

**THIKA**

## Appendix II: Questionnaire for Teachers

### Background Information

1. Gender .....
2. Age.....
3. Number of years you have served as a teacher.....
4. What is the economic background of most of your children in class? Low income family  Middle income family  High income families
5. What are the major economic activities of the parents of your children in class? Small scale farming  Lumbering  Miraa farming  Mining  Formal employment  Combination of the above
6. How can you describe the provision of the basics like uniforms that are not included in the FPE to the children? Fair  Poor  Good  Excellent
7. How can you describe the attendance of your children in school? Fair  Poor  Good  Excellent
8. What are the reasons why the children fail to attend school? Lack of school uniform  Poor nutrition  Disease  Involvement in money generating activities  Any other (explain)
9. What are the backgrounds of the children who do not attend school regularly?
  - i) Are there students who have dropped out of school to engage in income generating activities?
  - ii) Which activities do they engage in?

## Appendix III: Interview Schedule for CSO and Head Teachers

### Background Information

1. Gender.....
2. Age.....
3. Number of years you have served as a head teacher in the school.....
4. Number of children in the school.....
5. How can you describe the family background of most of your grade 7 girls? Low income families [ ] Middle income families [ ] High income families [ ]
6. What is the trend in enrolment in your school?
7. What is the effect of the socio-activities of the families on the enrolment, attendance and retention of children
8. How many children drop out of school to engage in income generating activities in each year?
9. What is the socio- economic activity of the family of the children who mostly dropout?
10. What challenges face students of different socio-economic backgrounds?
11. Please indicate your school enrolment for the last five year

## Appendix IV: Questionnaire for Grade 7 Girls

### Background Information

1. Class.....
2. Gender.....
3. Parent's Age .....
4. Occupation.....
5. Average score last term.....
6. Who pays your school fees (levies)? Parent  Guardian  Others specify.....
7. What is the level of education of the parent/guardian? Tick against the level attained.

	Primary level	Secondary level	College	University
Father				
Mother				
Guardian				

8. What are the sources of income of your parents/Guardians?
  - a) .....
  - b) .....
  - c) .....
  - d) .....
9. Give reasons for being absent from school?
  - (a) School fees

- (b) Was looking after younger siblings. [ ]
- (c) Helping mother/guardian at home [ ]
- (d) Parent was unwell [ ]
- (e) Lack of uniform [ ]
- (f) Others. Specify.....

10. What type of house does your family live in. Please tick one

Permanent house (stone) [ ]

Grass thatched house with mud wall? [ ]

Timber house [ ]

Mud walled house [ ]

11. How do your parents/guardian support you in your studies (more than one answer)?

They buy uniform [ ]

They help me in my work. [ ]

They buy books and other items. [ ]

They pay extra tuition. [ ]

12. State the farming activities that you engage in at home?

Coffee farming [ ] Cattle Keeping [ ] Horticulture [ ] Miraa growing [ ]

13. Do you engage in any of the following at home?

Lumbering [ ] Shop keeping [ ] Matatu business [ ]

14. Does your parent help you in your homework?
15. Do you spend time at home helping your parents in their economic activities?
16. i) Have you missed school to attend to the families' economic activities?
- ii) If yes how? Often [ ] Rarely [ ] Often [ ] Most Often [ ]

## **Appendix 2: Boy Childs Focus Group Discussion Schedule**

1. Boy Childs will identify their peers who have dropped out of school.
2. Identify various reasons why boy Childs drops out of school.
3. Boy Childs will state whether they know any of their brothers, sisters, relatives or friends/neighbors at home who never enrolled in school.
4. Identify the reasons why parents fail to enroll their children in school.
5. Boy Childs will identify school-based factors that may lead to dropout or transfer to other schools.

## **Section B**

### **Category I: Early Marriages and Academic Achievement**

Please circle the number that shows how much you agree with each of the statements. Use the scale that has been provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree.**

Statements	1	2	3	4	5
That these practices force girls to drop out of school, significantly hindering their academic progress.					
That girls who become pregnant often face societal pressure to assume adult responsibilities, leaving little to no time for education					
There are increased cases of maternal health complications among young girls, such as obstetric fistula					
That families marry off their daughters to reduce financial burden due to high poverty levels					
That cultural norms involving the payment of bride price or dowry can encourage families to marry off their daughters early.					

### Category II: Domestic Violence and Academic Achievement

Please circle the number that shows how much you agree with each of the statements. Use the scale that has been provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4=Agree and 5= strongly agree**

Statements	1	2	3	4	5
That some belief systems or societal norms condone or trivialize domestic violence.					
Behavioral issues such as aggression, withdrawal, and anxiety in children develop as a result of witnessing domestic violence					
That symptom of depression such as sadness, hopelessness, withdrawal from activities, or a lack of interest are witnessed among girls in school					
Frequent absences from school due to unexplained lateness, or decreased performance					
That women and girls are at higher risks than men especially when involved in gender-based violence					

### Category III: FGM and Academic Performance

Please circle the number that shows how much you agree with each of the statements. Use the scale that has been provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4=Agree and 5= strongly agree**

Statements	1	2	3	4	5
Missing school or prolonged absences, possibly linked to recovery from FGM or associated health issues					
That sometimes girls avoid sports or physical education classes, especially activities that involve undressing or changing clothes.					
That some girls experience signs of trauma, such as anxiety, depression, or post-traumatic stress disorder (PTSD).					
Repeated health issues without clear explanations, potentially related to FGM.					
That FGM practices leads to girls' withdrawal from social interactions or unusual behavior changes					

#### Category IV: Social Roles and Academic Achievement

Please circle the number that shows how much you agree with each of the statements. Use the scale that has been provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4=Agree and 5= strongly agree**

Statements	1	2	3	4	5
Girls are typically responsible for daily household tasks such as cooking, cleaning, fetching water, and collecting firewood					
That girls also participate in tending to livestock, such as goats, sheep, and cattle, which are central to the Turkana economy and culture.					
Girls are increasingly encouraged to attend school, though their education may be interrupted by domestic responsibilities or cultural practices.					
Involvement in cultural and religious ceremonies, such as initiation rites, weddings, and other community gatherings.					
Adhering to defined gender roles, which dictate their behavior, responsibilities, and opportunities within the community.					

#### Category V: Academic Achievement

Please circle the number that shows how much you agree with each of the statements. Use the scale that has been provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4=Agree and 5= strongly agree.**

Statements	1	2	3	4	5
Regular attendance and punctuality, indicating commitment and responsibility.					
Regular attendance and low absenteeism, despite challenges such as domestic responsibilities or long distances to school.					
That there is active involvement in classroom discussions and activities.					
Consistent completion and quality of homework and school assignments.					
Encouragement and support from parents and the community for girls' education.					



## Appendix V: Interview schedule for head teachers

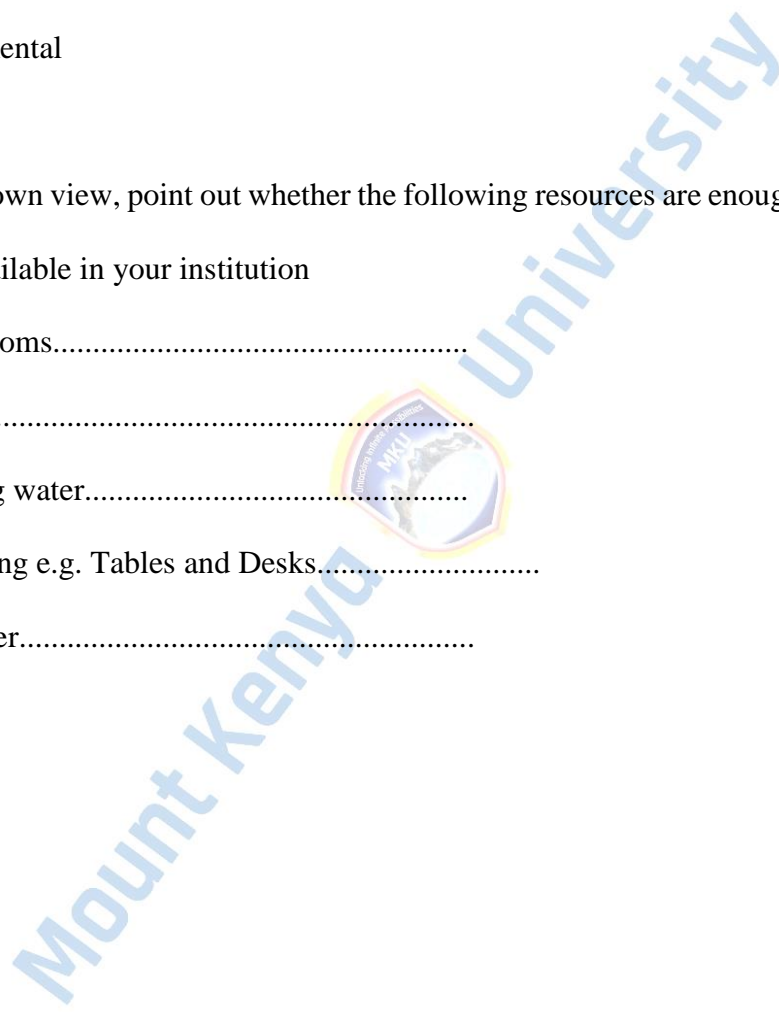
1. For how many years you worked in the position a head teacher?
2. What is the level of your professional qualification?
3. What is the sum total of instructors in your school?
4. Do you have any training in special education?
5. Have you ever attended in-service education in Special education?
6. How many instructors have training in special education in your school?
7. What is the total number of learners with special needs are in your school?
8. How many of these learners went through the assessment center for placement?
9. Which approaches do you use apart from watching to identify learners with special needs in your school?
10. Which modifications has your school prepared whilst developing for instructing programs in integration of learners with disabilities? E.g. Desks, seating arrangements, latrines etc.
11. How frequently does your school arrange for in-servicing programs tailored towards the academic performance of special needs learners?
12. Which intervention strategies do you carry out to cater for learners with special needs in your school?
  - a) In- servicing instructors
  - b) Looking for contributions from well-wishers
  - c) Supporting learners to special schools
  - d) Appropriate teacher staffing
  - e) Not anything has been completed
  - f) Others

13. Which of the following approaches do instructors utilize to educate learners with special needs?

- a) Direct instructions
- b) Peer tutoring
- c) Individualized Educational Planning (IEP)
- d) Task analyzing
- e) Experimental
- f) Not any

14. In your own view, point out whether the following resources are enough, not enough or unavailable in your institution

- a) Study rooms.....
- b) Latrines.....
- c) Drinking water.....
- d) Furnishing e.g. Tables and Desks.....
- e) Any other.....



### Appendix VI: Observation schedule

The checklist was, marked by ticking (√) according to sufficient, insufficient and not accessible.

a) Are there sufficient structures and amenities in the school?

Structures/Amenities	Sufficient	Insufficient	Not accessible
a) Drinking water points			
b) Latrines			
c) Classrooms			
d) Play grounds			
e) Chairs			
f) Desks			
g) Offices for teachers			
h) Staff rooms			
i) Chalk walls and boards			

### Appendix V: Work Plan

2021-2024								
ACTIVITY/MONTH	May August 2022	June Sept 2022 Dec 2022	Jan 2023 Feb 2023	May 2023 June 2023	July 2023 Aug 2023	Sept 2024 Jan 2024	April 2024	
Developing a research topic and literature review								
Writing research project, developing tools for data collection for research project seminar								
Departmental Defence								
School Defence								
Field framework / conducting interviews								
Data entry, interpretation and analysis								
Compiling of the final draft.								
Presentation of findings/ final draft								

### Appendix VI: Budget

a) ITEMS (STATIONARY)	Quantity	Cost in ksh
Pens	6 dozens@ 12	72/=
Pencils	3@20	60/=
Rubber	2220	40/=
Flash disk	2@ 1500	3000/=
Paper	8reams@500	8000
Sub total		11,172/=
<b>B) TRAVELING EXPENSES</b>		
<b>TRANSPORT</b>		
		60,000/=
Administering questionnaires		45,000/=
Lunch @400per day for 60 days		34,000/=
Sub total		69,000/=
<b>C) SECRETARIAL SERVICES</b>		
Research project research, typing, printing and binding		20,000
Researching, Typing, printing and binding the final report		65,000
Photocopying questionnaires		22,000/=
Sub-total		127,000/=
<b>d) COMMUNICATION SERVICES</b>		
Telephone services		27,000/=
Sub-total		7,000/=
<b>e) Miscellaneous expenses</b>		
		20,000
Sub-total		20,000/=
<b>GRAND TOTAL</b>		<b>188,000/=</b>

Mount Kenya

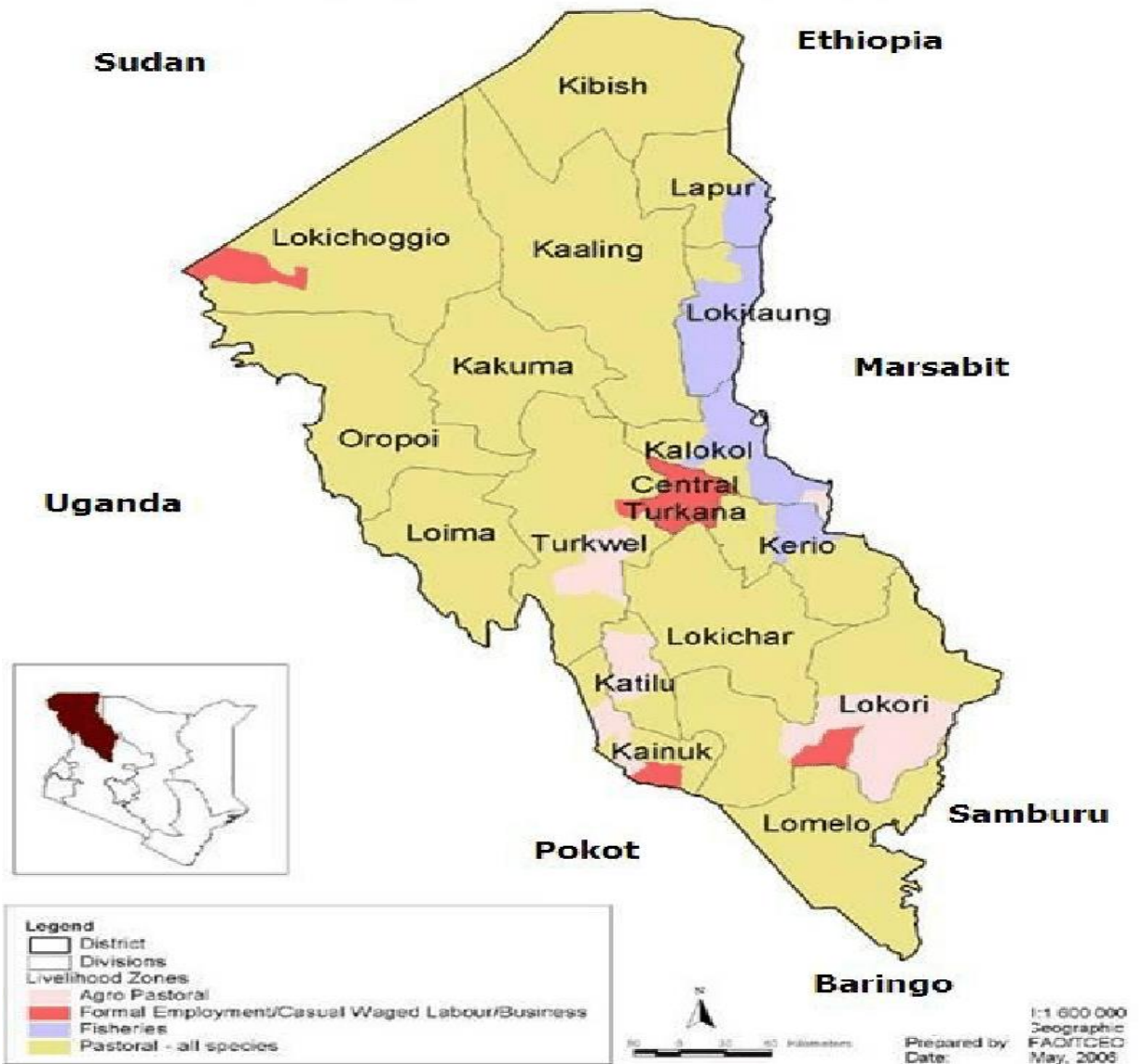
**Appendix VII: Krejcie and Morgan Table**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	2327	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	181	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	162	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384






**Note: N= Population Size; S=Sample Size**

**Source: Krejcie & Morgan (1970)**

### Appendix VIII: Turkana County Map



## Appendix IX: NACOSTI Licence

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>934345</b>	Date of Issue: <b>11/July/2024</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Mr. JOHN EKAALU ARUOTO of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Turkana on the topic: INFLUENCE OF SOCIO-CULTURAL PRACTICES ON ACADEMIC ACHIEVEMENT OF GIRLS IN PUBLIC PRIMARY SCHOOLS IN TURKANA EAST SUB COUNTY, KENYA for the period ending : 11/July/2025.</b>	
License No: <b>NACOSTI/P/24/37618</b>	
Applicant Identification Number <b>934345</b>	 Director General <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
	Verification QR Code 
<b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b>	
<b>See overleaf for conditions</b>	

## Appendix X: County Commissioner Authorization Letter



### OFFICE OF THE PRESIDENT MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telegraphic address "COMMISSIONER" LODWAR  
Telephone: LODWAR  
Telex:  
Fax:

COUNTY COMMISSIONER  
TURKANA COUNTY  
P.O BOX 1-30500  
LODWAR.

REF: ADM.15/29 VOL.111 (146)

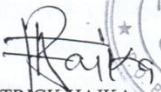
22<sup>ND</sup> JULY, 2024.

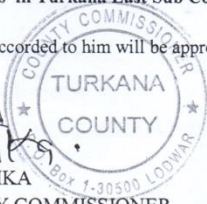
DEPUTY COUNTY COMMISSIONER  
TURKANA EAST SUB-COUNTY

RE: RESEARCH AUTHORIZATION: MR. JOHN EKAALU ARUOTO  
LICENCE NO: NACOSTI/P/24/37618

The above mentioned person is a student from Mount Kenya University and has been authorized to carry out research on "Influence of Socio - Cultural Practices on Academic Achievement of Girls in Public Primary Schools in Turkana East Sub County, Kenya". The research period ends on 11<sup>th</sup> July, 2025.

Any assistance accorded to him will be appreciated.

  
PATRICK JAIKA  
FOR: COUNTY COMMISSIONER  
TURKANA COUNTY



Copy to:  
The Director of Education  
TURKANA COUNTY

MR. JOHN EKAALU ARUOTO

## Appendix XI: Ministry Of Education Authorization Letter

### MINISTRY OF EDUCATION

TELEGRAM 'EUMU' LODWAR,  
TELEPHONE:  
FAX NUMBER.  
EMAIL: [cdeturkana@gmail.com](mailto:cdeturkana@gmail.com)



TURKANA COUNTY EDUCATION OFFICE,  
P.O BOX 16 – 30500,  
LODWAR.  
22<sup>nd</sup> JULY 2024

REF: TC/CONF./ED.12/1/VOL.II/250

DEPUTY COUNTY COMMISSIONER  
TURKANA EAST SUB COUNTY

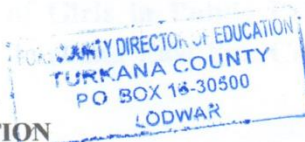
**RE: RESEARCH AUTHORIZATION, MR JOHN EKAALU ARUOTO**  
**LICENCE NUMBER: NACOSTI/P/24/37618**

This is to authorize the above named research to carry out research on “**Influence of Socio – Cultural Practices on Academic Achievement of Girls in Public Primary Schools in Turkana East Sub County, Kenya**”. As for the letter reference number: **NACOSTI/P/24/37618** dated **11/July/2024** from the National Commission for Science Technology and Innovation. The research period ends on **11<sup>th</sup> July, 2025**.

Thanks in advance.

  
MR HENRY A. LUBANGA

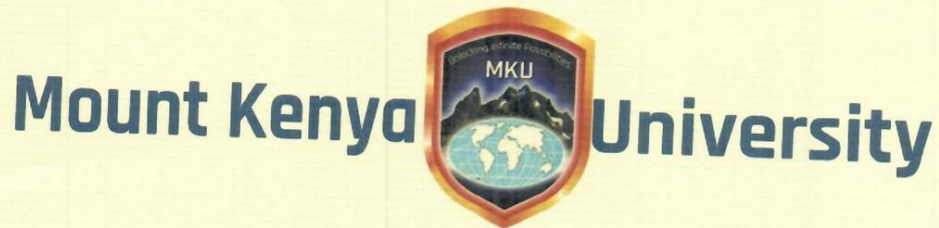
**COUNTY DIRECTOR OF EDUCATION**  
**TURKANA COUNTY**



CC.

1. The County Commissioner, Turkana County
2. Deputy County Commissioner, Turkana East
3. Director General NACOSTI.

## Appendix XII: Introductory Letter



### DIRECTORATE OF GRADUATE STUDIES

MED/2021/83101

13<sup>th</sup> June 2024

National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA

Dear Sir/Madam,


**RE: ARUTO JOHN EKAALÉ- REGISTRATION NO. MED/2021/83101**

The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of Socio - Cultural Practices on Academic Achievement of Girls in Public Primary Schools in Turkana East Sub County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between June, 2024 and August, 2024.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
Dr. Samuel M. Karenga, Ph.D  
Director, Graduate Studies  
Enc.

Mount Kenya University  
P. O. Box 342 - 01000 Thika  
Office of the Director,  
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 | +254 709 153 200  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

## Appendix XIII: ERC Letter



REF: MKU/ISERC/3794

Date: 12 June 2024

TO: ARUOTO JOHN EKAAL

REG: MED/2021/83101

Dear Sir/Madam,

**RE: INFLUENCE OF SOCIO-CULTURAL PRACTICES ON ACADEMIC ACHIEVEMENT OF GIRLS IN PUBLIC PRIMARY SCHOOLS IN TURKANA EAST SUB COUNTY, KENYA**

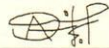
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2838**. The approval period is **12/06/2024 - 11/06/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



The Chairman  
**Mount Kenya University**  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC