

**CULTURAL PRACTICES AND ACADEMIC PERFORMANCE IN GIRL'S
SECONDARY SCHOOLS IN KAJIADO EAST SUB COUNTY, KAJIADO COUNTY,
KENYA.**

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university for academic purposes.

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DEDICATION

I dedicate this work to my dear husband Eric Marias whose prayers, support and relentless encouragement during my class and research work enabled me come this far and to our lovely son Paul and our daughter Rita who inspired me to work hard.

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ABBREVIATIONS AND ACRONYMS

FAWE	Forum for African Women Educationist
FGM	Female Genital Mutilation
NACOSTI	National Commission for Science, Technology, and Innovation
SPSS:	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization

OPERATIONAL DEFINITION OF TERMS

Early marriage	It is the marriage of children and adolescents below the age of 18 years, mostly due to traditions and poverty (Ikua, 2012)
Female Genital Mutilation	It is a procedure carried out on a girl or woman to alter her genitalia for non medical reasons (Hunges, 2018)
Gender Preference	Is the degree to which parents prefer boys to girls in a traditional set up (Croll, 2016)
Nomadism	It is way of life of people who do not live in the same place continually but move periodically or cyclically (Offorma, 2019)

ABSTRACT

Cultural issues and academic performance has been a subject of concern for educationists for a very long time. Most of these cultural adherences have in many cases disadvantaged girls living in pastoralist communities. The main purpose of this study was to look at the influence of cultural practices on the girl's academic performance in secondary school in Kajiado East Sub County. This research was guided by four specific objectives namely: To establish the influence of Nomadism on the academic performance of girls in Kajiado East Sub County, To determine the influence of female genital mutilation practice on the academic performance of girls in Kajiado East Sub County, To examine the influence of gender preference constraints on the performance of girls in Kajiado East Sub County and To determining the influence of early marriages on the performance of girls in Kajiado East Sub County. The research was anchored on Gender Schemata theory and the Talcott Persons' Structural Functionalism Theory. The study adopted descriptive research design; the target population was 1600 female students in the four Girls Schools in Kajiado east sub -county. Yamane's formula was used to settle at a sample size of 320 respondents. Self-administered structured questionnaires were used for data collection. Multiple linear regression models was used for data analysis using statistical tool for social sciences (SPSS) Descriptive statistics such as percentages, frequencies and mean were generated for the quantitative data analysis and information presented in form of tables. Inferential data analysis was done using multiple regression analysis to establish the relationship between the independent variables and dependent variable. Based on the study findings the research concluded that there is a significant influence of Nomadism practices, Female genital mutilation practice and early marriage practices on the academic performance of girls in Kajiado east sub-county. The study further concludes that there is no significant influence of gender preference on the academic performance of girls in Kajiado east sub-county. Given these conclusions the study recommends that: the government of kenya in collaboration with the county governments where Nomadism is practiced should come up with policy measures to provide permanent water points like sinking of community boreholes to conveniently provide water for these communities to help them minimize regular movements that are in turn affecting the performance of girls in schools, the government should also take measures to train a special category of people from these communities on dispute resolutions to help mediate any issue that could potentially trigger clan wars within the community. The government of Kenya should seriously enforce the anti-FGM law which was passed in the year 2011 but has not been fully enforced thus allowing the practice to continue. The government should also step up measures to provide civic education on the dangers and shortcomings associated with FGM within the affected communities in the bid to help curb the practice. Women from these communities who did not undergo the cut and are successful in their careers should come out and offer mentorship to the young girls and prove to them that one can be successful in life without going through the cut. The government of Kenya should put measures in place to outlaw early marriage practice and enforcement of government policies like compulsory basic education to all should be accelerated within these communities to help slow down the practice.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The chapter opens with a foundational background to the study specifically expounding the global, regional and national highlights to the variables of the study and exposed the problem which this study sought to address. The chapter further outlines the objectives of the study and the hypotheses of study in relation to the objectives. It concludes with significance, limitations delimitations and assumptions made in the study.

1.1 Background of the Study

There has been a concerted effort from many developing countries to have conversations on the educational performance and general education of the girl child. The efforts have excited interest even to the international bodies like the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014), the United Nations Children Fund (UNICEF, 2015). This interest has been motivated by a perspective that holds that in most developing countries, girls have historically been presented to be behind boys in all aspects of education (Otiende, 2011)

According to (UNESCO, 2014) education is the human behavior development process organized to entail instructions that are sustainable and which are designed to communicate knowledge, attitude, skills and comprehending value for all life activities. Education is also the social process through which one achieves competences through interactions and individual growth done in selected institutionalized setting.

World Bank (2002) defined education as invaluable means and core development instrument for addressing structural unfairness and disregarded through life. Skills provision tool for enhancing future prosperity. The life skills set enables them make, maintain healthy and productive relationships by being active, resourceful adults who can participate in making cultural and political decision on the community. The World Education Forum held in the year 2000 argued that children should successfully undergo a compulsory quality education (WEF, 2015). In the forum there was an aspect of gender disparities concern that was pledged to be done away with by 2005. As a way of reducing poverty, the heads of state in the United Nations millennium summit adopted the two targets; education and gender disparities elimination as a Millennium Development Goal among other goals.

Girl's education is critical and paramount as it plays a significant role in their life since they are engaged in most key activities in the community (Mbilinvi, 2013). Many activities such as household chores, child bearing, farming and trading are affiliated to women. All these activities among others call for extreme urgent need to avail and make education accessible for women to empower them to meaningfully participate in development of the community and nation in general.

In his study Kombo (2012) reiterated that for socio economic development to be realized, there is need to improve the status and education of ladies. Kombo further stated that lack of female education comes with consequences such as children high mortality rate, low birth weight, low life expectancy, poor nutrition in the family, high rate of fertility, poor sanitation, poor health and high rates of illiteracy in the community.

1.1.1 Cultural Practices of Nomadic Communities

Culture is social order of a society or an organization. It is the phenomenon that shapes attitudes and behaviors in wide-ranging and durable ways. Cultural norms define what is encouraged, discouraged, accepted, or rejected within a people group or organizations. When properly aligned with personal values, drives, and needs, culture can unleash tremendous amounts of energy toward a shared purpose and foster a societal capacity to thrive. On the other hand, negative culture can cause a lot of detrimental to the societies. It is difficult to change culture hence the moment a society recognizes that there is a negative way by which the culture is treating its people; it becomes a conflict between those who need change and those who want to hand on to the culture (Steinmetz, 2018).

In Kajiado county like many other part of the world, inaccessibility, low participation, withdrawal and dropping out of school by girls is attributed to many factors of cultural traditions and practices of the parents towards the education of their daughters, prominent among these factors are: socio-cultural beliefs, customs, early marriage, pregnancy, insecurity, harassment, employment in domestic markets, personal engagement, parental services and other traditions practiced by the parents; and also the female students' own decisions to drop-out of schools (UNESCO, 2016).

Another contributing factor influencing cultural traditions and practices of the parents on girl-child education is the initiation ceremonies which still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa, Kajiado County inclusive. Evidently lot of confusion and dilemmas faced by girl-children were created by attending ceremonies more especially when the schedules of such ceremonies overlap with the school calendar and that leads to absenteeism and dropouts (UNESCO, 2016). Although, communities accept the girls as adults,

teachers or schools continue to consider them as children. Sometimes they may be punished for not participating in some activities which adults do not normally participate in. Traditionally, initiated girls may also feel it difficult to continue schooling after passage to adult hood as the next step is expected to be marriage (UNESCO, 2016).

Among the other cultural constrains on girl-child education that creates similar dilemmas to those who pass-through initiation ceremonies are Circumcision. Normally Circumcised girl-children become negative influences on their uncircumcised peers and perceive themselves as adults and as a result of this become rude to teachers and often reject schools as institutions for “children” by exhibiting abnormal behaviors of frequent absenteeism and reduced performance which leads them to drop out from schools and eventually to marry (Ghayhara, 2013). According to Njau and Wamahu (2008) circumcision functions to enhance the social status of teenagers and acts as a mechanism for curbing female sexuality and premarital pregnancy, with the help of payment of bride price and early marriage which emphasized female virginity before marriage, these practices were perceived to increase economic returns to the family through bride wealth. Security and the needs for physical safety or protection are traditions that often demand special concern for girls” privacy and social reputation (Herz, 2011).

In cultures and traditions where female seclusion is practiced, the impact of that Low Participation of girl-child in school’s tradition on girl’s enrolment after puberty is substantial. Odaga (2011) indicate that in some rural areas of Mozambique families keep daughters out of schools after their first menstruation and initiation of rituals. In some of the nomadic communities, distance from home to school gives rise to issues of special concern for security. Adolescent girls may be victims not only of sexual harassment but also of abduction, after which they are forced to marry their abductors.

A relationship has been found in many countries between late entry of girls to schools, frequent absenteeism and finally dropping out of school. Girls may start school at the age of 10, since the distance from school may be too great to allow small children without older siblings to walk on their own. At the age of 11 or 12 they are forced to leave school as their parents may be afraid of sexual harassment and abduction (UNESCO, 2016). Girl-child pregnancy and the incidence of dropout are closely related throughout Africa (Njau & Wamahiu, 2008). Usually unwanted, these pregnancies end the schooling of girl-child both through self-withdrawal and national pregnancy policies that ensures the expulsion of girl children from the education system with little or no chance of re-entry.

They argue that it is the societal responses to pregnancy rather than pregnancy per se that push girl-children out of school and hamper their opportunities for educational and career development. They note that in most African countries, school policies and practices are based on the mistaken assumption that the problem of premarital girl-children pregnancy is caused by the pregnant them, and to a lesser extent, by their parents. The tendency has been to portray them as easily susceptible to becoming pregnant while still in school and eventually dropping out (Njau & Wamahiu, 2008).

Odaga (2011) indicate that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy. The health implications of teenage pregnancy are another reason for early dropouts. A study in Kenya showed that female students from secondary school who had been pregnant were twice as likely to report poor health as those with no pregnancy history (Ogbon, 2008). In rural and poor families, the education of girls is often seen as worthy of consideration only up to

marriageable levels. One study from Kenya found that, compared with boys, more girls are made to repeat so that they are at least educated enough to find a husband (Kiri, 2012). Surveys of parents of dropouts in India indicate that they withdraw daughters from school when they see education as conflicting with marriage (Nakajima, 2018).

Similar practices have been reported in Papua New Guinea: In the province of West Sepik, some girls as young as 9 or 10 are promised in marriage and then taken out of school to "insure their protection and to prepare for the event. Others leave their families to live with the family of their betrothed, until they are of marriageable age and this may lead the girl-child to indulge in sexual activities which will eventually course diseases like HIV/AIDS" (Yeomen, 2009). It is therefore, pertinent for the girl child to be educated to be liberated from the hold of child-labour as well as the scourge of HIV/AIDS and other social ills as faced by the girl-child. Cultural practices serve as hindrance to girl-child education and that inaccessibility of the girl-child to education makes her vulnerable to diseases such as HIV/AIDS, early marriage, denial of rights and child labour.

In his message to the United Nations International Literacy Day the Secretary-General Banki-Moon (2007) explained with a warning that illiteracy undermines efforts to eliminate a host of social ills such as poverty and sickness and threatens the very stability of nations. He said "Illiteracy exacerbates cycles of poverty, ill-health and deprivation. It weakens communities and undermines democratic processes through marginalization and exclusion. These and other impacts can combine to destabilize societies." The Global Campaign for Education states that seven million cases of HIV could be prevented in the next decade if every child receives an education (UNAIDS 2010). In African community education foundation was grounded in the 1990's during that time, the African leaders agreed to give quality and improved education first and urgent priority and make it accessible to girls and women to enhance equality in all activity

participation in the community (Waiyaki, 2012). Not only did they make move for improvement, but also removing the possible setbacks. They made efforts to eliminate inequalities of gender in education setting. This focus led to the formation of education organization such as Forum for African Women Educationist (FAWE) to promote education access for women in African and ensure they perform well and complete their studies successfully (Ndiritu, 2010). In the neighboring Tanzania, the academic performance for girls has been wanting, subject that rose many topics of discussion and concern among educators, parents and politicians. Girl's academic performance reports persistently lowered a year after another from primary level to tertiary level (MEVT Tanzania, 2011).

In Kenya, girls encounter many challenges that oblique their learning path. Many factors have posed challenges and obstacles to girl's education accessibility, learning, and successful completion among them; cultural factors, such as Nomadism, female genital mutilation, gender preference and early marriages (Nkoviari, 2011) These concept were also built by the NEWI (NEWI, 2010) report which asserts that family backgrounds, sexuality and availability of key models are critical to girl child education (MOEST, 2011). As a result of these factors, girls in Kajiado East Sub County girl's secondary schools have recorded poor academic achievement (NEWI, 2010)

The predominant culture in Kajiado sub county, Kajiado County is informed by the culture of the Maasai who are Eastern Nilotic people who speak the Maa language. The Maasai land covers about 150,000 square kilometers of arid and semi-arid land from southern Kenya in the counties of Kajiado, Narok and part of Laikipia counties to northern Tanzania spreading past Arusha province in the united republic of Tanzania (Nasieku, 2004). The Maasai's major livelihood is semi-nomadic pastoralism with cattle, goats and sheep, where cattle hold the highest value in

their culture and society. A lot of studies have been done on the Maasai culture on areas such as initiation for girls, gender preference, and early marriages (Kaoga, 2021). This paper looks at all these in relation to their effects to the academic performance of the girls in Kajiado.

1.2 Statement of the Problem

Globally, girl's performance in education is a common concern and a major problem faced in developed and developing countries (MOEST, 2011) . The poor performance is not only a problem to the girl's psychological imbalance but also aids a lot of vices among girls in our society which include and not limited to student's dropouts, leaching, truancy, pregnancies, single parenthood as a result of pressure and men taking advantage of the young school drop outs. According to report from Kajiado East Sub County Education office public secondary school's academic performance for girls in Kajiado East Sub County has been retrogressively declining for the past five years. Data from quality assurance office of education in Kajiado East Sub County revealed that, from the year 2015 to the year 2017, the academic performance of girls in the Sub County performance was on a downward trend (Kajiado, 2019)

While the studies have exposed the general gaps in relation to this performance, few studies have looked at the poor performance from a cultural point of view. This represents a significant gap in knowledge and therefore this study was specific in exploring how cultural factors influences academic performance of girls in secondary school in Kajiado East Sub County. This study sought to determine the influence of cultural practices on the academic performance of girls in secondary school in Kajiado East Sub County.

1.3 General Research Objective

The main objective of this study was to establish the influence of cultural practices on academic performance of girls in secondary schools in Kajiado East Sub County, Kajiado County, Kenya

1.4 Specific Research Objectives

The study was guided by the following specific objectives;

- i. To establish the influence of Nomadism on the academic performance of girls in Kajiado East Sub County.
- ii. To determine the influence of female genital mutilation programs on the academic performance of girls in Kajiado East Sub County.
- iii. To examine the influence of gender preference constraints on the academic performance of girls in Kajiado East Sub County.
- iv. To determine the influence of early marriages on the academic performance of girls in Kajiado East Sub County.

1.5 Research Hypotheses

Ho1: There is no significant influence of Nomadism on the academic performance of girls in Kajiado East Sub County.

Ho2: There is no significant influence of female genital mutilation programs on the academic performance of girls in Kajiado East Sub County.

Ho3: There is no significant influence of gender preference constraints on the academic performance of girls in Kajiado East Sub County.

Ho4: There is no significant influence of early marriages on the academic performance of girls in Kajiado East Sub County.

1.6 Significance of the Study

1.6.1 School management

The study would also be critical to school managers and teachers on areas to take note of in the evaluation and relation with a student who may have gone through some of the issues raised in this study. The study brings out the adverse effects of cultural practices on the academic performance of girls which would help teachers to better handle and advice the parents accordingly.

1.6.2 Policy makers

The study would also contribute to policy. The policy makers can study the findings of this research to aid them in the process of making policies especially those that concerns schools within the communities that practice the cultures mentioned in this study. Some strategies to minimize the effects of these cultural practices on girl child education have been proposed in this study.

1.6.3 Researchers

The study contributes to theory and literature in the area of cultural practices and academic performance which will serve as a reference to both current and future researchers. This study also contributes to enriching the existing body of knowledge and therefore serving as a reference in the area of cultural practices and academic performance.

1.7 Limitation of the Study

Some respondents were reluctant to answer questions in the questionnaire because they felt too busy and some thought they needed permission from the school management or lacked the interest to do so; however, the researcher explained to them about the importance of the research especially on the academic performance of girls and promised to keep the information given confidential as it was to be used for academic purpose only; this boosted the respondents' confidence and they cooperated with the researcher.

Some schools within Kajiado East sub-county were inaccessible due to poor infrastructure making it costly in terms of time and resources; however, the researcher opted to use motorbikes to access such places and considered grouping the schools to be reached in a route to avoid many trips to the same areas.

1.8 Delimitation of the study

The study was delimited to Kajiado east Sub County in Kajiado County Kenya. The study focused on the influence of cultural practices on the academic performance of girls. There are many cultural practices that influence the academic performance of girls, this study was however limited to four factors namely: Nomadism, FGM, Gender preference and early marriages. The research was delimited to four girls Public secondary schools which are in Kajiado east sub - county. The target population was 1600 girls in these schools and the sample size was 320 respondents.

1.9 Assumptions of the Study

This study assumed that the factors influencing the academic performance of girls in Kajiado East Sub County are as mentioned before. The researcher assumed that the tools for data collection and analysis were accurate. One major assumption of the study was that the sample was representative enough of the entire target population. There was also an assumption that the participants would be willing to participate and would answer the questions faithfully and accurately.

1.10 Chapter summary

The chapter opens with a foundational background to the study specifically expounding the global, regional and national highlights to the variables of the study and exposed the problem to which this study sought to address. The chapter further outlines the objectives of the study and the hypotheses of study in relation to the objectives. It concludes with significance, limitations delimitations and assumptions made in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature on the cultural issues affecting girl's academic performance from various sources. It begins by outlining the theories that guided the study. Thereafter it presents the empirical review and the conceptual framework before revealing a gap in knowledge that the study intended to fill.

2.2 Theoretical Review

This study is anchored on Gender schema theory, liberal feminism theory, Talcott person's structural functionalism theory, Human capital theory and Social learning theory.

2.2.1 Gender Schema Theory

This theory was propounded by Sandra Lipsitz Bern in 1981. It is a cognitive theory which helps in explaining how people become gendered in the society, how sex-linked characteristics are maintained and transmitted to other members of the culture. According to this theory, gender associated information is predominantly transmitted through the society by a way of schema or rather through networks of information that facilitate easy assimilation of information than others (Cantor, 1979). According to Bern (1981) there are individual differences in the degree to which people hold the gender schemata. These differences are manifested through the degree to which individuals are sex typed.

Accordingly, gender identity, as the theory holds, is tied up in the sex typing that an individual undergoes. According to Boyle *et al.* (2002), this typing can be heavily influenced by child upbringing, media, school and other forms of cultural transmission. These individuals process and integrate information from both genders. Finally, undifferentiated individuals do not show efficient processing of sex typed information.

This theory helps in explaining some of the processes by which gender stereotypes become so psychologically entrenched in the society. Having strong gender schemata provides a filter through which we process incoming stimuli in the environment. This leads to an easier ability to assimilate information that is stereotype congruent which helps to accelerate the existing stereotypes. The heterosexual sub schema asserts that men and women are supposed to be different from one another. This is the reason why cross sexed interactions are likely to be sexually coded (Boyle, 2002).

Using the theory, the study argues that the academic performance of girls is a culmination of gender schemata. Through a combination of gender based cultural enculturation as well as the reinforcement of the stereotype that relegate girls, as well as culturally repugnant practices, the girls become disadvantaged in terms of utilizing the academic opportunities that are available, the end result being their poor academic performance in comparison with that of the boys. This theory relates to this study because in Kajiado County, there is still a reliance on cultural practices that define the girl child and these practices are a red herring towards the girls' attainment of education.

2.2.2 Liberal feminism theory.

The study is based on liberal feminism theory. Its proponent is Catherine Mackinnon. The liberal feminism is an individualistic form of feminists' theory, primarily focusing on women's ability to show and maintain their equity through their actions and choices. Liberal feminism argues that society holds the false belief that women are, by nature, less intellectually and physically capable than men thus discriminating against women in academy, forum, and the market place.

Feminism theory aims at understanding the nature of gender inequality. It focuses on analyzing gender inequality. Themes included in its exploration are discrimination, objection, (especially sexual objection) oppression, patriarchy, stereotyping, art history, contemporary art, and aesthetics (Gilligan and Carol, 1997). Since feminism theory advocates or supports the rights and equality of women; empowering women against sexism and sexist oppression, it is indeed the best theory that suits this research. FGM is gender discrimination since its primary goal is gender equality in public sphere. It is therefore against FGM which alters natural rights of girls/women.

This theory is relevant to this study in the sense that it helped the researcher to analyze the aspects of the Maasai culture, for example, their beliefs and practices that explain female genital mutilation. A gender relation was also used to help the researcher to establish the effect of FGM and early marriages on girls' academic performance.

Patriarchy hinders women and girls from being involved in development activities in the society. Culture is a product of patriarchy and in patriarchal societies, it is the men who become rulers over their wives and this means women do not make decisions in both public and private spheres. A woman cannot decide on the number of children to have and when to have them and also who among girls and boys should go to school, and in most cases girls do not go to school, hence they are disadvantaged in their personal growth as well as that of their entire community.

The goal of liberal feminism is gender equality in the public sphere. The liberal feminism promotes the ending of domestic violence and sexual harassment which have to do with removing obstacles to women as living on an equal level with men. FGM acts against gender equality against girls/women. It is also a sexual harassment against girls/women.

The theory supports the affirmative action legislation requiring employers and educational institutions to make special attempts to include women in the pool of applicants, on the assumption that past and current discrimination may simply overlook many qualified women applicants. Though there are the biological based differences between men and women, liberal feminism does not accommodate them. This theory provided a foundation upon which early marriages and gender preferences as independent variables of this study were anchored.

2.2.3 Talcott Parsons' Structural Functionalism Theory

Talcott Parson (1902 – 1979) at first was thought of as an action theorist when he published his work “The structure of social action” but through his later work became best known as a structural functionalist and was the primary exponent of this theory. Parson’s Major propositions on his structural – functional perspective came in the early 1950s in his work “The social system”; here he tended to concentrate on the structures of society and their relationship to each other. He summarized on how order or equilibrium was maintained among the various elements were considered to be mutually supportive and tending toward a dynamic equilibrium. His basic view on inter-systemic relations was essentially the same as his view of intra-systemic relations. (e.g.) the various social structures performed a variety of functions for each other. Parsons also came up with 4 functional imperatives that are necessary for the survival of all systems:- AGIL

Adaptation – A system must adapt to its environment.

- Goal attainment – Be able to define its goals and set strategies to meet them.

- Integration – Component parts must interrelate mutually.

- Latency. (Ritzer,1996)

He went ahead to apply these functional imperative to the social system viewing it as a system of interaction. He was interested primarily on its structural components such as collectivities must be structured so that they operate compatibly with others

This theory was developed by Talcott in 1937 to reiterate on structure of institutions. The theory states that any organization encompasses several clusters of groups consisting of various persons working together towards a common organizational goal. The theory states that some organizations have a vast growth and represents complex socialite clusters that interact harmoniously in sub units but sometimes may differ and become oppositions to each other Dachi and Garrett (2003).

Structural – functionalists draw an analogy between a society and an organism. A biological organism is a functioning whole conceived as consisting of several organs or subsystems each with specialized functions (e.g.) circulatory. Skeletal, muscular system, each has a distinctive function from another and the functions are their own normal contribution to the health and survival of the organism as a whole. One can say that a part of the body or organ such as the heart perform the circulatory function to benefit the whole organism; the brain controlling all other activities of the body; digestive system helping to break down food into simpler absorbable form; excretory system which helps in the removal of waste product from the organism etc. it is seen here that all parts or subsystem of the body carry out their functions which are beneficial,

necessary and indispensable for the life and survival of the organism. Likewise, by analogy, the school system is conceived to be a functioning whole made up of sub system which must contribute to its survival stability and harmony (Weitz, 2007). A system exists when regularities of relationship can be discerned among a set of parts and processes. According to Handel (1993) all relationship among parts of the system can be considered in terms of whether they promote or impede the stability or orderly development of the system. The school system is considered to have other subsystem such as the academic system, administration system, the laboratory, finance system, registry etc. Each of these sub systems has functions which are crucial to the sustenance of the general system. The internal working of each and their relationship to one another matters and determine their collective effect toward attainment of set goals – the provision of quality education to the students Dachi and Garrett (2003).

One can say that a part of the body or organ such as the heart performs the circulatory function to benefit the whole organism: the brain – controlling all other activities of the body; digestive system helping to break down food into simpler absorbable form; excretory system which helps in the removal of waste product from the organism etc. it is seen here that all parts or subsystem of the body carry out their functions which are beneficial, necessary and indispensable for the for the life and survival of the organism

Dachi and Garrett (2003) argue that a society runs based on the organizational approach that is dictated by the culture of the time. Therefore, if the culture is hinged on certain perceptions and prejudices, there is likelihood that the recipients will be victims of the culturally dictated organizational structure. In this study students' performance in schools deeply relies on the following factors; culture influence, sexuality influence, availability of mentor's influence and family background influence. For good performance to be realized all parties must function and

play their role properly. The school to which the students acquire knowledge as a system has systems that operate harmoniously to the environment to enhance performance of the students. For good performance of the students the interactions should be amicably and effectively coordinated. Performance of girls in Kajiado county is affected by the nature of their environment or culture that makes them remain slaves to the FGM practice and experience dismal performance at school.

2.2.4 Human Capital Theory

This theory was advanced in the 1960s by economist Gary Becker where he pointed out that investment in education and training could add value to productivity. This was pointed out because as the world was obsessed with accumulation of more physical capital, the opportunity cost of attending school decreased and education became an increasingly important component of the workforce. Human capital can therefore be referred to as educational acquisition, skills, knowledge and experience of an employee (Peers, 2015).

Human capital theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population (Olaniyan and Okemakinde, 2008). This is mainly because formal education has dominated our systems and is the only type of education acceptable in our modern times, however, other forms of education: non-formal and informal are known to contribute to human skills necessary for economic improvement (Peers, 2015).

In Kenya, investment in human capital is seen as an exit from poverty and therefore is one of the areas of economic recovery and strategy areas identified by the government (MOEST 2005). Human capital entails the need to have a skilled population who will in turn contribute to the economic growth. According to the MOEST (2005) studies conducted in Kenya indicate a strong

correlation between education, human capital and earnings, however, the inequitable access to education in Kenya hinders social, economic and political participation by nomads.

Educating nomads is one of the ways to improve their human capital: increasing their skills improves their ability to compete for better life while contributing to the economy of the country. Once educated, nomads are expected to manage their livestock and the environment well, participate in democracy and benefit from other services. It is therefore against this background that educating nomads needs to be given a priority. While contributing to the economic growth, investing in human capital helps directly to empower the masses to stand up for their rights as well as that of others. This leads to the role Rights Based Approach plays in the education for nomad Human capital is the economic value of an employee's knowledge, skills and experience which includes such resources as health, training, skills, education and intelligence among other assets (Peers, 2015).

Public health organizations can enhance the quality of their human capital through investing in their employees' intelligence, education and abilities. Human capital is therefore very critical in health organizations as it helps in boosting productivity and improves service delivery (Tan, 2014). Human capital theory posits that employability within the general labor force has a tendency to increase when significant investment is put in education and training (Peers, 2015).

Fitzsimons (2017) reckons human capital as the overall experience and wisdom possessed by healthcare employees which is a critical factor in entrenching a competitive advantage that cannot be copied by competing organizations. Furthermore, this theory plays a critical role when it comes to recruiting, selecting, posting and remunerating health care employees. It brings out the revelation that human capital theory is irrefutably significant contributor in HRM practice. Integration of HRM practice in healthcare organizations ensures attraction and retention of high

knowledgeable and skilled employees. Additionally, Wali and Zekeriya (2013) assert that Human capital theory is grounded on the believe that education plays a critical role in enhancing the productivity of employees. When applied to the health care sector, human capital is considered a valuable factor that determines productivity in this sector and also enhances the employability of health care professionals.

The belief underlying this theory is that efficient and effective management of human capital is the foundation for ensuring successful organizations and nations. These organizations focus mainly on investing more in their staff, encouraging employees to be more proactive, creating an enabling environment for skills training and social capital (Tan, 2014). The field of HRD is integrated to various aspects of theory that includes the concept of human capital. This theory brought more views to the conventional belief and asserted that employees are critical resources that should be utilized to improve economic gains both to the individuals and society (Marginson, 2017).

Korpi and Clark (2017) highlights another great belief regarding human capital theory as that of human capabilities to be able to learn and create ideas that are critical in the process of production. According to the theory, investment in people creates value to society and individuals. The investments can take many forms including educating people with the hope that the returns will be in equilibrium or bigger than the investment (Gao et al., 2010). In the healthcare organizational context, Human capital is taken as a subset of intellectual capital of the organization (Peers, 2015). This theory provides a foundation upon which promotion of nurses as one of the independent variables of this study is anchored. There is need for public hospitals to continue improving nurses' intellectual capital to enhance their knowledge and skills through

further training in the bid to make them ready for promotions as a way of motivating the entire healthcare workforce.

2.2.5 Social Learning Theory

Social Learning Theory, proposed by Albert Bandura, emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of other people. This theory considers how both environmental and cognitive factors interact to influence human learning and behaviour (Mcleod, 2016). For instance, Albert Bandura (1977) agrees with the behaviorist learning theories that mediating processes occur between stimuli and responses. Secondly, behaviour is learned from the environment through the process of observational learning. Bandura further posit that children observe people around them behaving in various ways.

This is illustrated during the famous Bobo doll experiment Bandura (1961). Individuals that are observed are called models. In society, children, are surrounded by many influential models, such as parents within the family, characters on children, TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate. Good examples are masculine and feminine, pro and anti-social. Children pay attention to some of these people (models) and encode their behaviour. At a later time they may imitate (copy) the behaviour they have observed (Mcleod, 2016).

According to Bandura (1999), observational learning implies that individuals learn from observing what happens around them with other people, who are models. By paying attention to the models, children can imitate that particular behaviour. In addition, the children respond to the imitated behaviour either through punishment or reinforcement. Reinforcement can be done in

three ways: direct reinforcement where behaviour is adopted directly as it is; vicarious reinforcement, where the consequences of the behaviour are observed and adopted; and self-reinforcement in which there is a feeling of satisfaction or displeasure for behaviour as gauged through a person's performance standards. The reinforcement can be positive or negative but the end product of such reinforcement is change of behaviour (Mutanu, 2021).

Similarly, Bandura (1986), though formal instruction (for example how parents, teachers and other authorities and role models tell them to behave) as well as observation (for example, as they see adults and peers behave). Students learn to behave, through observation and social interaction, rather than just verbal instructions. Similarly, students are taught skills through a process of instruction, rehearsal and feedback rather than just instruction. Bandura also stressed that self-efficacy, defined as confidence in one's abilities to perform appropriate behaviour, is important to learning and maintaining behaviour (Francis, 2019). This idea is also mentioned by Wanjiku in her study.

Bandura claims that through self-efficacy, a learner develops the psychological dimension which enables learners acquire appropriate life skills. This leads to a transformed behaviour pattern. Therefore, some practices such as pre-marital sex, Sexually Transmitted Infections (STI) and HIV/AIDS infections, teenage pregnancies, and drug and alcohol abuse can be curbed. In school context for example, social cognitive theory contends that teachers who teach life skills need to create an appropriate environment where students learn positive behaviour through role modeling, observation and social interaction (Wanjiku, 2017).

2.3 Empirical Review

Four relationships were reviewed in this study which includes Nomadism and academic performance of girls in Kajiado East Sub County, female genital mutilation programs and performance of girls in Kajiado East Sub County, gender preference constraints and performance of girls in Kajiado East Sub County and finally early marriages on the performance of girls in Kajiado East Sub County.

2.3.1 Nomadism and Academic performance of Girls

For decades pastoralists have remained at the lowest echelon of the education league while governments and education stakeholders have assumed business as usual, as the nomads continue languishing in illiteracy, while assuming that they refuse their children to go to school and especially the girls (Ismail, 2002). This claim does not hold any water because it is not based on critical study. It is the same assumption among others that have informed policies that do not address the needs of the pastoral communities. No indepth research has been done to ascertain the real issues on the ground. This raises a valid question; who formulates the policies for who and why?

The same situation is found within the pastoralist of East Africa as Nkinyangi expresses that, Pastoralist in our education system get knocked on the head, being told they do not know anything. They are regarded as victims of ignorance and need to be guided and that is why other people make policies for them which they refuse to embrace because the policies do not serve their needs. This is where the problem begins and stops! But Kratli too is quick to warn against this assumption by insisting that pastoralists are, far from being a mass of drifting unskilled under proletariat (Kratli, 2001).

Education is a foreign idea according to Nomads, imposed on them and when it does not seem to work, they are being blamed for resisting it. Education does not address the social, political and economic exclusions and marginalization of the pastoralist (Chelimo, 2006). She continues to question its provision and practices which he says do not accommodate the pastoralist way of life. Chelimo expresses the view held by many that , education programmes in East Africa are founded on the premises , that the formal education system was designed to respond to the sedentary lifestyle .

Munene and Ruto (2015) in their study seeking to determine the continuity of education among the nomadic pastoralists in Kenya's education system. The focus of the study was primarily on primary school since it provides the foundation for basic literacy and is the platform that determines access to other levels of education. Besides looking at government policies, the analysis also explored empirical data and as disclosed in the data, the percentage of students unable to read in English and Kiswahili in arid regions, whether the mother is illiterate, has primary or secondary level of education, is higher than that of students from non-arid lands. The survey findings also revealed that in 2012 Kenya Certificate of Primary Examinations (KCPE) results, candidates from the nomadic cultures had the worst performance.

In his study, Kimalu (2007) urged that the policymakers should adopt and enhance the policies that should see a girl child through primary education. The qualitative study sampled 50 officers from the education office in Kajiado. The finding of the study affirmed that culture especially Nomadism can influence performance negatively if the community isn't intentional on settling down students for studies, an idea also developed by (Eweniyi, 2013).

Maintaining toxic culture is proved to be one of the contributing factors to failure and students can have it hard to cope with the school conditions (Brock, & Cammish, 1997). The nature of culture surrounding the learners seems to be so harsh to an extent that there are difficulties to allocate time for studies (Rowe, & Rowe, 2002). The values transmitted by the schools can be seen as the community culture. Besides, the school curriculum needs to involve all the required considerations that will see other social cultures are incorporated to the required means.

Offorma (2019) in his study on girl child education in African focused on culture as a key contributing factor to declined performance of girl child academic performance. Offorma used descriptive research design and questionnaires as research tools. The finding of his study revealed that culture upheld by parents to a great extent affects girl child education performance. The study finding further reiterated that religion and the perceptions worked as major drawback towards retarding girl's education.

The government of Kenya has overtime noted some cultural practices in Kajiado that hinder girls from participating in their secondary education effectively. Such cultures include and not limited to Nomadism, where households move from one place to another in search for pasture and water. This destabilizes the school going students hence lack of concentration in their studies. The government has put up policies which includes providing food for the school going students, establishing boarding facilities and countrywide placement of students to high schools.

2.3.2 Female Genital Mutilation (FGM) and Girls Academic Performance

Female Genital Mutilation also referred to as female circumcision has been practiced for centuries in parts of Africa as one element of a rite of passage (Rahman & Toubia 2000). It involves partial or total removal of female external genitalia. It is practiced by different

communities for cultural, social and economic reasons (Mbiti, 1969, Orhcadson, 1961, Kenyatta, 1938). It is done as early as infancy to as late as 30 years of age, but mostly commonly girls experience FGM between 4 and 12 years of age. Female circumcision defines reproduction, sexuality, adulthood, womanhood and diverse kinds of identity (Kratz, 1994). Under the condition in which the procedures take place, it constitutes health hazards with short and long term physical complications as well as psychological effects (WHO, 1996). Due to poverty and lack of medical facilities, the procedure is frequently done under less hygienic conditions and often without anesthetic and by medically untrained personnel. Razor blades, knives or scissors are usually the instruments used (Light Foot Klein, 1991). In cultures where it is an accepted norm, female genital mutilation is practiced by followers of all religious beliefs as well as animists and non-believers (Rahman &Toubia, 2000). The term Female Genital Mutilation (FGM) has been adopted by human right activists to clearly indicate the harm caused by the practice (Rahmann &Toubia, 2000).

It is important to note that the International law forbids FGM, on the basis that it is a violation of human rights especially on women (UN, 2007). The practice however is alive in most of the countries of African and part of Europe and America. The practices constitute barriers that hinder the student from achieving their academic goals. You find out that students put fewer efforts on their study as they know that after class eight, they are going to be married off.

Muhamud, Qureshi, Wilds and Jones (2021) points out that irrespective of the barring international laws to the practice, FGM still remains to be a global problem. In their study exploring Kenyan health care professional's perception of FGM abandonment among the Maasai community, the researchers used grounded theory straussian approach conducting 18 interviews.

The results show that collaborative efforts were necessary to enhance successful rejection of the practice and also added that enlightened community needed to focus on changing the perception of FGM/C as a social norm alongside a health risk educational approach.

Hunges (2018) observed in his study to find out alternative rites of passage and how such alternatives enhance performance of the girls in Kenya that the efforts to find alternatives are becoming increasingly popular in Kenya motivated by the donors funding global campaigns against FGM. The girls are taken through issues of life, health, education, protection and cultural rights. They argue that faith leaders' contribution constitutes significant ritualized cultural performance, but religious messages do not necessarily sit well with the more secular discourses of rights and law around FGM.

Micheni and Momanyi (2018) did a study on the sociological effects of FGM on education of the girl child in Kisii County. Four constituencies were selected for the study with a sample of 133 respondents selected using Simple random sampling of which 78.95% were female. Descriptive Research design was adopted in their study and data was collected using Questionnaires, Interviews and Focused Group Discussions. They subjected data to Qualitative and Quantitative analysis. The results of the study found that FGM was a source of depression to majority of school going girls because they do not conform to the belief associated with FGM. Others were stigmatized hence poor academic performance and some dropped out of school while others got married. Others develop complications that see them off school often for treatment. The study concluded that FGM has negatively affected girl child education in Kisii County.

2.3.3 Gender preference and Girl's Academic Performance

Patriarchy has played a major role in the community like no other one on earth. In the Maa community, education is considered as a wealth that can only be left for male members (Rowe, & Rowe, 2002). Girls are seen as those that can only make part of the family and look after the children and please the husband. Besides, the community still holds the older mentality that women are not to be given instruments that will make the rule over their male counterparts. From the research conducted, it is evident that there are 2 educated females among 10 males who went to school (Rowe, & Rowe, 2002). They are of coverage from one home to another on the basis of education. Female students are never given equal opportunity to study as compared to their male counterparts. The powers and priority are given only to the male members of the community forgetting the roles that are played by the girls.

Furthermore, when faced with the choice of either sending a girl or a boy to school, 80% of the parent's favour goes to the boy child who goes to school at the expense of the girl child, Bukoye (2009) revealed some of the myths surrounding failure to educate the girl child in Nigeria; educated women don't make good wives and are often disrespectful to their husbands, educated women are not religious and do not motivate their children to become religious, educated women do not dress in a manner to reflect the culture, and educated women are generally corrupt morally.

Tyler (2010) made an observation of scenario where in case where family resources are limited and insufficient boys are given first priority to attend their education needs. Counterpart girls have been socialized to given to this concept whereby sometimes they end up attending their classes irregularly and others dropping out of schools completely for their benefiting brothers. In his study Kelly (2012) reinstated that whenever the parents are confronted by scarce and limited

resources for schooling, generally favor for education is given to male children. In his argument Wanjiku (2009), she stated that the socio-economic background of students to some extent influences education performance of girls which is supported by 'good home' theory. The civilized or rather the educated parents tend to enable acquisition of education both male and female students. The students are enlightened by their able parents on need for education, the students are also facilitated with learning material for better performance and achievement of academic goals. (Ayoo, 2014)

Forum for Africa Women Educationalists (2001) conducted a study on the status of women education in the North Eastern province of mandera and Wajir in Kenya. The study purpose was to examine the perceptions of community, teachers and opinion leaders, and learners about girls' education. 40 respondents from each of the 8 zones in the two districts were interviewed alone or in focus groups using interview schedules. Data were analyzed for each group according to the themes in the research instruments. The findings show that the respondents had a positive perception of girls' education. Nevertheless, girls' education was being impeded by early marriages, negative attitudes of parents and community towards the girls, and excessive girl-child labour.

Croll (2016) studied on 'from child to child rights' with regard to child development and rights in the community. This reflected the family background of a girl child and development and association to the community. The study utilized descriptive research design in research methodology. The study used both primary and secondary data as sources of the information. From the survey, the study revealed that family background serves as a key factor that contributes to girl child rights violation and development of a child. The study revealed that the perception of the society on girls as women is attributed through child development where girls

are treated in a manner to serve as part of women in the family where there are used to serve house duties than their counter part boy child. The perception and believed affects the way the girl child is brought out, it affects her behavior and character. The study further revealed that there is positive relation between girl child family background and academic performance.

The academic performance of boys and girls has significant relationship to socio economic backgrounds of parents according to studies from developed countries (Wanjiku, 2015). This status dictates parents on making decision on which children is to be educated and the one not to be educated. The girls to be taken to public's school may lack enough facilitation to equip their knowledge for better performance and achievements. Related studies revealed that distance between school and home has a direct affiliated relationship to exam performance (Ayoo, 2014 and Bunyi, 2000). A study on distance influence on girl's education (Okelmo, 2012) revealed that distance has effects on girls' retention rate and regular attendance which ultimately affects girl child academic performance.

Approximately three million five hundred girls skip school learning days every month which poses challenge on their ability to complete in classroom (Muthui, 2012); this leads to low self-esteem and eventually affects girl child performance. In his study Muthui reiterated that girls from slums use cotton wool or dumped used sanitary towels, wash and re use them which in long term cause diseases and therefore affect their school performance. Further Muthui indicated that girls from slums and poor backgrounds are used like ladies or women to generate income for the family. The girls are engaged into small and petty street hawking business activities like selling of peanuts and bananas. This activities and engagements affect girl child academic performance. The girls from slums and highly concentrated population are unable to read and do revisions due to attributed noisy and unfavorable learning environment.

Eliab (2010) in his research indicated that the number of child laborers is extremely increasing in Kenya. In his study Eliab (2010) stated that most children's in Kenya work due to poverty in order to supplement household expenditures and budget, provide for rent, meet school fees demand and basics like food, clothing among other needs. Children from poor backgrounds are heavily dependent on labor and income thus challenging child labor elimination. These results to low academic performance and sometimes school drop outs for girl child. Daniel (2016) in his study indicated that most of the school going girl child from poor background is domestic workers that serve on weekends and on vacation when schools are closed. This leaves girls with no time for their studies like assignments or contents taught in class that they are supposed to go through.

2.3.4 Early Marriages and Academic performance of Girls

Majority of the girls once they have undergone FGM are considered mature and ready for marriage (Population Reference Bureau, 2001). This assertion is also echoed in the Pambazuka issue 173), which states that in communities where FGM is practiced, it is viewed as a prerequisite for marriage. They drop out of school and engage in family life. The MYWO strategic plan (2002-2007) highlights that girls undergoing the practice are deemed mature and ready for marriage.

UNICEF (2004) asserts that in some communities in Somalia, girls cannot be married without undergoing FGM. As the initiation marks the transition from childhood to adulthood (Embu Report, 2008), girls tend to exploit that chance by engaging in relations with men looking forward to be married. Some would have marriage partners arranged by their parents as to their desires to which family they wish their daughter to be married in. As the class concentration is diverted to their expectation of marriage, back to school after initiation, girls no longer

concentrate on learning but rather become unruly and in disciplined. They are likely to play truancy and drop out of school in order to fulfill their priority and expectation of marriage (Population Reference Bureau, 2001) and to protect their ego and self esteem. They also tend to engage in sexual relations resulting to early pregnancies and early marriages becoming young mothers.

Sifuna (2006) in his study reviewing major obstacles to women's participation in higher education in Kenya analyze the state of education for women in nomadic cultures finding that the low level of education for women and especially from nomadic and pastoralist communities are an undeveloped representation country in sub-Saharan countries. Early marriages deny girls their right to education. Parents from Maasai believe the girl child does not need knowledge; hence, their roles are to be mothers and wives.

A study by Ikua (2012) on factors influencing girl child academic performance in selected schools in Kwale County revealed that early marriages and Patriarchy system affects girl child academic performance. Ikua used simple random sampling to sample out 150 respondents from a population of 650 students and teachers. The study utilized questionnaires and interview guide as main sources of data collection. The data was analysed through the use of scientific package for social sciences technique where regression was used to show the relationship between girl's academic performance and cultural factors. The regression revealed that there was a very strong significant relationship between culture and academic performance of girl child.

A report made by UN (2007) stipulated that three girls out of 10 are having babies and are distracting their education. The cultural background of the community in Kajiado prefer early marriages. The affected ladies get married as young as 15 years old (Brock, & Cammish, 1997).

In this context, the learners who are of higher age live in fear and are living in denial from the society since they are not committed to doing what is required of them (Brock, & Cammish, 1997). The reason for the families forcing their daughters get into marriage at early age is due to the interest of getting wealth.

The ransom offered to the parents by the groom makes them believe that women are a source of wealth (Rowe, & Rowe, 2002). Besides, the community will make their children get pressure from their peers when they do not get married at the required age and this will have a negative effect on their performance (Rowe, & Rowe, 2002). Early marriages are highly recorded among the population of the Maa community. The marriages affect the girl’s education, health and psychological nature (Rowe, & Rowe, 2002). Once a girl gets the pressure from parents or the community about them getting ready for marriage will make them feel odd ones out and will have no alternative but please the family and community.

2.5 Research Gap

The study of the inter-variable relationship has exposed several contextual, theoretical, methodological, and conceptual research gaps that this study aims at addressing. The gaps are summarized in the table below.

Table 2.1: Research Gaps

Researcher	Area of the study	Methodology	Findings	Gaps	Focus of the current study
Brock & Cammish (1997)	Nomadic culture and girl’s education	Quantitative survey design	Toxic cultures affects education in general	The research did not look at nomadism as a culture on its own and how it affects specifically the girl’s performance.	This study focuses its efforts in exposing how nomadism as a culture influences girl’s performance.
Offoma	Girls child	Descriptive	The cultures that	The study focused	This study focuses on

(2019)	and education among the nomadic	design	are upheld by the parents have great effects to the children's performance	more on the parent's acquisition of culture and just a bit of how that affects the children	the influence of nomadism to the girls who are school going
Muhamud (2021)	FGM and Global problem	Quantitative survey design	For successful abandonment of FGM there should be collaborations between stakeholder	The research did not specify the tool to which the stakeholders should use in aiding the abandonment of FGM	This study proposes academic performance as a way to negate the popular practice of the FGM
Micheni & Moman yi (2018)	Social Effects of FGM	Descriptive design	FGM is a source of depression among many school going children.	The research did not propose focus the challenge to the girls but to children in general	This study specifically finds how FGM influences the girls in particular.
Rowe & Rowe (2002)	Gender preference amongst the Maa community	Descriptive design	Only two girls are educated among the 10 boys	The study statistically exposed the numbers but did not give reason for such numbers.	This study aims at exposing how female gender isn't considered equally in matters education.
Tyler (2010)	Gender preference among families with limited resources	Quantitative survey design	Families with few resources will consider taking boys to school and leave the girls behind	The research did not give reason why such disparities happens	This research looks at the gender preference as a cultural issue that influences the girl child education
Sifuna (2006)	Effects of Early marriages to school performance	Quantitative survey design	Early marriages deny girls their right to education.	The study only looked at one variable in early marriage	This study looked at several constructs of cultural practices and weight the strength of their influence to girl's performance.
Ikua (2012)	Factors influencing girl child performance	Descriptive design	Early marriages and Patriarchy system affects girl child academic	While the study found out that early marriage is a factor in girls education, it did not labour in relating the effects looking at other areas that may reduce the impact or enhance it.	this study not only highlighted the findings but proposes mitigation procedures to the early marriage practice.

2.6 Conceptual Framework

The researcher conceptualized both dependent and independent variables as illustrated in figure 2.1. According to Imenda (2014) a conceptual framework is an end result of bringing together a number of related concepts to explain a given event and also give a wider understanding of the research problem. The conceptual framework of this study shows the interaction between the dependent and independent variables.

Independent Variable

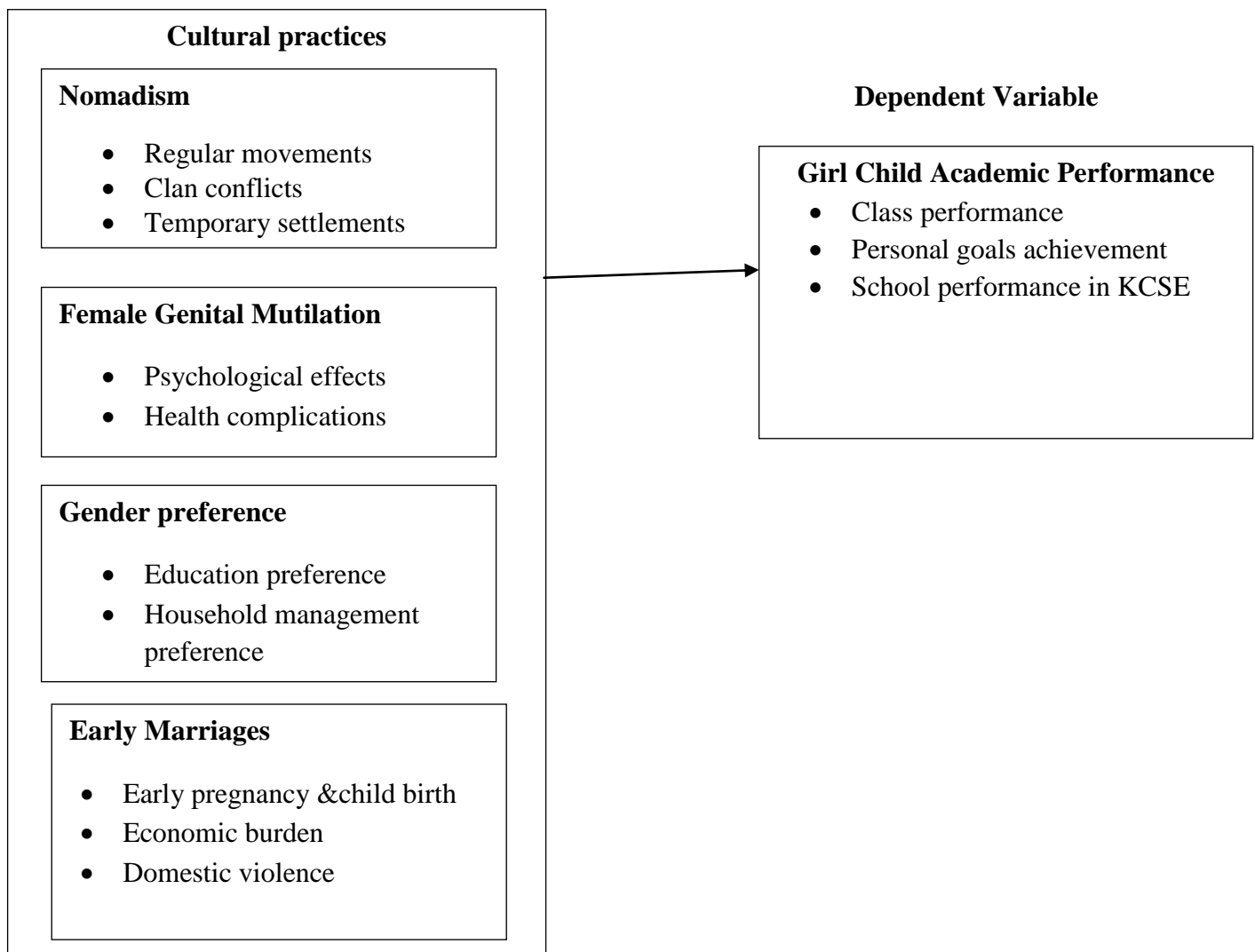


Fig. 2.1: Conceptual Framework

From the conceptual framework, the figure shows the relationship between cultural practices as independent variables which has four constructs namely Nomadism which is a way of life of the families in Kajiado East sub county, female genital mutilation which is a common practice in the area and which has excited a lot of global rage, gender preference in accordance with cultural dictates that have specific responsibilities to each gender and early marriages. The dependent variable, girl's performance was studied on the basis of average performance growth, personal achievements and general school performance in the national examination, the Kenya Certificate of Secondary Education (KCSE) which is sat at the end of the secondary school education in Kenya.

2.7 Chapter summary

This chapter has introduced the theoretical foundations to the study where Gender schema theory, liberal feminism theory, Talcott person's structural functionalism theory, Human capital theory and Social learning theory were extensively reviewed to provide a foundation for the study, it has also reviewed empirical literatures on the relationships amongst the variables and constructs of the study which includes Nomadism, female genital mutilation, early marriages and gender preference and their influence on performance of girls in school. The chapter further highlights the research gaps and a conceptual framework depicting the relationships between independent variables and dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section encompasses the methodology that was used in carrying out this research. On the cultural practices affecting performance of girls in secondary school in Kajiado east Sub County. It includes the research design, target population, sampling design and sampling procedure, research instruments, pilot study, instrument reliability, instrument validity, data collection procedure, data analysis technique and ethical issues.

3.2 Research Design

The study adopted descriptive research design which provided a platform to incorporate the components of the study to ensure that the study answered the research questions appropriately. It ensured that each question was studied with minimum ambiguity and was rationally done. The research design provided a guide for the researcher on areas of data collection, analysis and interpretation (Kothari, 2014). The design was used to make an analysis to establish the cultural Practices that are influencing performance of girl in secondary school in Kajiado east Sub County.

3.3 Target Population

The target population for this study was 1600 girls from the four girl's secondary schools in Kajiado East Sub County. Cooper and Schindler (2003) define population as an entire group of objects, events or individuals having common characteristics that conform to unique specification.

3.4 Sampling Technique and Sample Size

A sample is a small portion of targeted population selected; Sampling therefore refers to the selection of several participants in research to represent a bigger population (McMillan, 2001). This study adopted stratified sampling method where the population was divided into homogeneous sub-population called strata. The population was stratified into four groups where each of the four schools served as a stratum.

This study adopted Yamane's formula to reach to the sample size for the study as proposed by Adam (2020)

Total population (N) = 1600 students (Total students in the 4 schools)

Level of precision (e) = 0.05 (5%)

To get the sample size we use the formula,

$$n = \frac{N}{1 + N * (e^2)}$$

$$n = \frac{1600}{1 + 1600 * (0.05^2)} = 320 \text{ students}$$

The sample was distributed according to the number of students in each School as follows:

Table 3.1: Sample size

School	Population	Desired sample size (n)
Moi girls sec Isinya	800	160
Noonkopir sec sch	280	56
Elerai MCK Girls sec	270	54
Eselenkei Supai Sec	250	50
Total	1,600	320

3.5 Research Instruments

Primary data was collected for all the variables in the study using a structured questionnaire with 5- Likert scale measurement questions. The questionnaire was divided into three sections dealing with personal information, cultural practices and performance. The questionnaires were delivered physically by the researcher to the respondents and collected them back after they have been filled.

3.6 Validity of research Instruments

Validity is the ability of a research instrument to measure what it is designed to measure (Kumar, 2009). To achieve desired degree of validity, the research instrument was formulated in a way to answer the objectives set for the study as stated earlier. To ensure content validity, the tools (questionnaires) was presented to professionals including my supervisor who gave a critique on the tool and suggested adjustments.

3.7 Reliability of the instrument

The split half method was used to establish reliability of the instruments. The split-half technique was used to test the reliability of the instrument. The split half reliability artificially divides test into two halves and correlates the individual scores on the two halves. The Researcher used this test to a group of respondents and later divided the items into two halves using odd and even numbers. Scores for each individual on the two halves were obtained and coefficient correlation calculated using SPSS version 24. To transform the split half correlation into an appropriate score reliability estimate for the entire test, the Spearman–Brown Prophecy Formula was employed (Sekran & Bougie, 2016).

3.8 Pilot Study of Research Instruments

Pilot test of the questionnaire was conducted before main data collection was carried out. This was done to discover any weakness in the questionnaire design or content and its ability to procure the essential information for the research study. Aspects which were evaluated in the pilot test included order of sections, wording and type of inquiries, choice of respondents, the time required to fill the questionnaire and other constraints such as respondent fatigue which was considered when designing the final questionnaire (Babbie, 2016). The pilot study involved 32 participants from five secondary schools that did not participate in the final study. This was 10% of the targeted sample as directed by Creswell (2014).

3.9 Data Collection

The researcher sought a license from NACOSTI to authorize the researcher to commence data collection. Using the authorization letter from the University the researcher started the process of

data collection after seeking permission from Kajiado County education department. The researcher engaged one research assistant who assisted in data collection. The research assistant was taken through training to clearly understand the research instruments, purpose of the study and ethics of research. The researcher and research assistant administered the questionnaires to the respondents face to face.

3.10 Data Analysis and Presentation

All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. Data analysis was done using Multiple regression Model by use of Statistical Package for Social Sciences (SPSS) software .Descriptive statistics such as percentages, frequencies, mean and standard deviation were generated and information presented in form of tables and graphs. Descriptive statistics were used because they enable the researcher to meaningfully describe distribution of scores or measurements using few indices (Rumsey, 2012). Regression analysis (multiple regression analysis) is used to analyze the degree of association between two variables. Simple regression model was used to ascertain the relationship between the independent and dependent variables. Simple regression attempts to determine whether independent variable predict a given dependent variable (Babbie, 2010).

An empirical model tested the statistical significance influence of cultural practices on performance of girls in Kajiado east sub-County.

The model for the study was:

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

Where:

Y = Performance of Girls β_0 = Constant, X_1 = Nomadism, $X_2 = FGM$,
 $X_3 = Gender\ preference$ $X_4 = Early\ marriages$ $\beta_1, \beta_4 =$ Beta coefficients, ε = Error term

3.11 Ethical Considerations

Informed consent for participation in this study was sought by requesting each of the selected respondents to accept their participation in the data collection exercise, so as to get permission to interview or administer the questionnaires to the respondents. Researcher also obtained research permit for data collection from National Commission for Science, Technology and Innovation (NACOSTI) before embarked on data collection. The respondents were assured of their identity anonymity and confidentiality of the data that they will give. Effort was made to ensure that this research thesis does not duplicate work already done by other researchers to uphold the code of ethics of conducting research and the integrity of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

The chapter gives the study findings, interpretation and results discussion. Data analysis was done following the study specific objectives, frequency distribution tables and charts generated to give description of the data collected followed by multiple regression analysis which established the relationship between the various variables of the study.

4.2. Response Rate

Data collection was done using questionnaires where a total of 320 questionnaires were distributed to the respondents. The researcher managed to obtain back 290 questionnaires which represented 90.6 % response rate. This response rate was very good since according to Mugenda and Mugenda (2003), any study that registers a response rate of 70% and above is rated very good. Figure 4.1 indicates the response rate

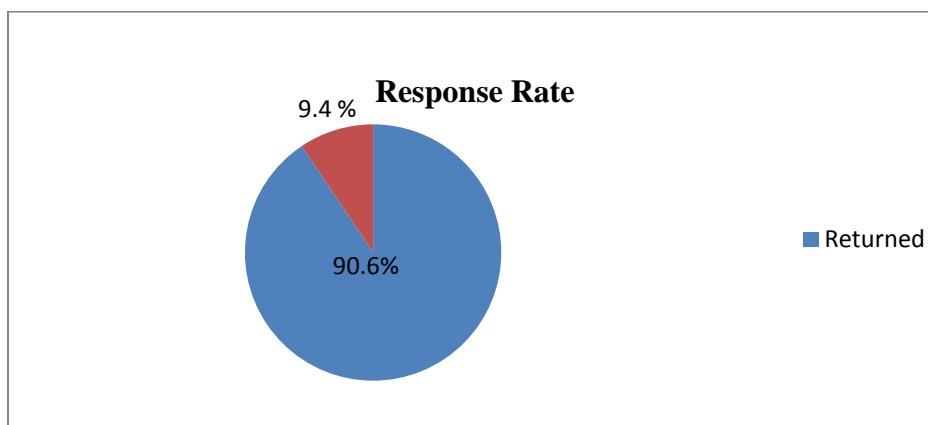


Figure 4.1: Response rate

4.3 Demographic characteristics of the respondents

The study sought to get the general bio-information regarding the respondents concerning their age and class.

4.3.1 Respondents age distribution

The study was conducted in four girls' secondary schools where the respondents stated their age as follows: 12-14 years (26.9 %), 15- 17 years (41.4%) and 17-19 (31.7%). These results indicate that a majority of the respondents were in the ages between 15- 17 years. The respondents' age distribution is presented in table 4.2.

Table 4.2: Respondents' age distribution

Age	Frequency (f)	Percentage (%)
12-14 years	78	26.9
15-17 years	120	41.4
17- 19 years	92	31.7
20 years and above	0	0
Total	290	100

4.3.2 Distribution of respondents by class

The respondents were asked to state their classes and stated as follows: Form one (21 %), form two (29 %), form three (33.8%) and form four (16.2 %). The results show that a majority of the respondents were in form three. The respondents' class distribution is presented in table 4.3

Table 4.3 Distribution of Respondents by class

Class	Frequency (f)	Percentage (%)
Form 1	61	21
Form 2	84	29
Form 3	98	33.8
Form 4	47	16.2
Total	290	100

4.3.2 Distribution of respondents by school category

The respondents were asked to state the category of their schools and a majority of the respondents at 65.2% indicated they were in boarding schools and 34.8% indicated they were in day schools. The respondents' school category distribution is shown in table 4. 4

Table 4.4: Distribution of respondents by school category

School Category	Frequency (f)	Percentage (%)
Boarding school	189	65.2
Day school	101	34.8
Others	0	0.00
Total	290	100

4.4 Descriptive Data Analysis

This section presents descriptive data analysis on study variables. The findings are grouped according to study variables namely: Nomadism, Female genital mutilation practice, gender preference, early marriages and associated explanations given. The respondents were asked to state the extent to which they agreed with questions pertaining the study variables measured on a 5-point Likert scale that ranged from Not at all (1) to very large extent (5).

4.4.1 Nomadic practices and girls academic performance

4.4.1.1 Regular movements and academic performance

The respondents were asked to state the extent to which regular movements in search of water and pasture for cattle affect their academic performance and the results are as indicated in table 4.5 where 41.4 % indicated to a very large extent, 33.1 % to a large extent, 17.2 % to a moderate extent and only 8.3% indicated to a less extent. These results show that a majority of the respondents feel regular movements in search of pasture and water for the cattle affect their academic performance to a very large extent.

Table 4.5: Regular movements and academic performance

Regular movements Affect academic performance	Frequency (f)	Percentage (%)
Very large extent	120	41.4
Large extent	96	33.1
Moderate extent	50	17.2
Less extent	24	8.3
Not at all	0	0
Total	290	100

4.4.1.2 Clan conflicts and academic performance

The respondents were asked to state the extents to which clan conflicts affect their academic performance and the results are as indicated in table 4.6 where 46.9 % indicated to a very large extent, 35.9 % to a large extent, 15.5 % to a moderate extent and only 1.7 % indicated to a less extent. These results show that a majority of the respondents feel regular clan conflicts affect their academic performance to a very large extent.

Table 4.6 Clan conflicts and academic performance

Clan conflicts and academic performance	Frequency (f)	Percentage (%)
Very large extent	136	46.9
Large extent	104	35.9
Moderate extent	45	15.5
Less extent	5	1.7
Not at all	0	0
Total	290	100

4.4.1.3 Temporary settlements and academic performance

The respondents were asked to state the extent to which temporary settlements at home affect their academic performance and the results are as indicated in table 4.7 where 37.9 % indicated to a very large extent, 53.8 % to a large extent and only 8.3% indicated to a moderate extent. These results show that a majority of the respondents feel temporary settlements affect their academic performance to a large extent.

Table 4.7 temporary settlements and academic performance

Temporary settlements and academic performance	Frequency (f)	Percentage (%)
Very large extent	110	37.9
Large extent	156	53.8
Moderate extent	24	8.3
Less extent	0	0
Not at all	0	0
Total	290	100

4.4.2 Female genital mutilation and Girls' academic performance

4.4.2.1 Psychological effects and academic performance

The respondents were asked to state the extents to which psychological trauma associated with female genital mutilation affect their academic performance and the results are as indicated in table 4.8 where 38.6 % indicated to a very large extent, 50.3 % to a large extent, 10.7 % to a moderate extent and only 0.3 % indicated to a less extent. These results show that a majority of the respondents stated that psychological trauma associated with female genital mutilation affected their academic performance to a large extent.

Table 4.8 psychological trauma and academic performance

Psychological trauma and academic performance	Frequency (f)	Percentage (%)
Very large extent	112	38.6
Large extent	146	50.3
Moderate extent	31	10.7
Less extent	1	0.3
Not at all	0	0
Total	290	100

4.4.2.2 Health complications and academic performance

The respondents were asked to state the extent to which health complications associated with female genital mutilation affected their academic performance and the results are as indicated in table 4.9 where an overwhelming 49.3 % indicated to a very large extent, 16.6 % to a large extent, and only 1.3 % indicated to a moderate extent. These results show that a majority of the respondents stated that health complications associated with female genital mutilation affected their academic performance to a very large extent.

Table 4.9 Health complications and academic performance

Health complications and academic performance	Frequency (f)	Percentage (%)
Very large extent	143	49.3
Large extent	95	16.6
Moderate extent	48	10.7
Less extent	4	1.3
Not at all	0	0
Total	290	100

4.4.3 Gender preference and academic performance

4.4.3.1 Boy child Preference and girls' academic performance

The respondents were asked to state the extent to which boy child preference affected their academic performance and the results are as indicated in table 4.10 where 22.4 % indicated to a very large extent, 24.1 % to a large extent, 33.8 % to a moderate extent and 19.7 % indicated to a less extent. These results show that a majority of the respondents indicated that boy child preference affected their academic performance only to a moderate extent.

Table 4.10 Boy child preference and academic performance

Boy child preference and girls academic performance	Frequency (f)	Percentage (%)
Very large extent	65	22.4
Large extent	70	24.1
Moderate extent	98	33.8
Less extent	57	19.7
Not at all	0	0
Total	290	100

4.4.3.2 Household management and academic performance

The respondents were asked to state the extent to which household duties at home affected their academic performance and the results are as indicated in table 4.11 where 42.8 % indicated to a very large extent, 47.2 % to a large extent, 6.9 % to a moderate extent and 3.1 % indicated to a less extent. These results show that a majority of the respondents indicated that doing household duties at home influenced their academic performance to a large extent.

Table 4.11 Household management and academic performance

Household management and girls academic performance	Frequency (f)	Percentage (%)
Very large extent	124	42.8
Large extent	137	47.2
Moderate extent	20	6.9
Less extent	9	3.1
Not at all	0	0
Total	290	100

4.4.4 Early marriages and academic performance

4.4.4.1 Early pregnancy/child birth and academic performance

The respondents were asked to state the extent to which early marriages resulting to childbirth affected their academic performance and the results are as indicated in table 4.12 where an overwhelming majority 72.8 % indicated to a very large extent, and 27.2 % to a large extent. These results show that a majority of the respondents indicated that early marriages leading to child birth affected their academic performance to a large extent.

Table 4.12 Early pregnancy/birth and academic performance

Early pregnancy and girls academic performance	Frequency (f)	Percentage (%)
Very large extent	211	72.8
Large extent	79	27.2
Moderate extent	0	0
Less extent	0	0
Not at all	0	0
Total	290	100

4.4.4.2 Domestic violence and academic performance

The respondents were asked to state the extent to which Domestic violence affected their academic performance and the results are as indicated in table 4.13 where an overwhelming majority 56.9 % indicated to a very large extent, 34.8 % to a large extent, 6.9 % to a moderate extent and 1.4 % indicated to a less extent. These results show that a majority of the respondents indicated that domestic violence affected their academic performance to a very large extent.

Table 4.13 Domestic violence and academic performance

Domestic violence and girls academic performance	Frequency (f)	Percentage (%)
Very large extent	165	56.9
Large extent	101	34.8
Moderate extent	20	6.9
Less extent	4	1.4
Not at all	0	0
Total	290	100

4.4.4.3 Economic burdens and academic performance

The respondents were asked to state the extent to which economic burdens at home affected their academic performance and the results are as indicated in table 4.14 where 19.3 % indicated to a very large extent, an overwhelming 62.4 % to a large extent & 18.3 % indicated to a moderate extent. These results show that a majority of the respondents indicated that economic burden affected their academic performance to a large extent.

Table 4.14 Economic burdens and academic performance

Economic burdens and girls academic performance	Frequency (f)	Percentage (%)
Very large extent	56	19.3
Large extent	181	62.4
Moderate extent	53	18.3
Less extent	0	0
Not at all	0	0
Total	290	100

4.5 Regression Analysis

The main objective of this study was to examine the influence of cultural practices on academic performance of girls in girls' secondary schools in Kajiado east sub-county. Regression analysis was conducted to test the individual effect of the independent variables on the dependent variable. Values of R-Square and ANOVA were interpreted for decision making.

4.5.1 Influence of Nomadism on girls' academic performance

Regression analysis was conducted on the variables and results in table 4.14 indicate R Squared = .342, this therefore implies that Nomadism constructs like regular movements in search of pastures, clan conflicts and temporary settlements account for 34.2 % of the changes in academic performance of girls in Kajiado east sub county. This implies that the influence of Nomadism on the academic performance of girls in Kajiado east sub-county is significant. Therefore, the null hypothesis that there is no significant effect of Nomadism on the academic performance of girls in Kajiado east sub-county was rejected at the 5% level of significance and concludes that Nomadism is a statistically significant factor that influences the performance of girls in Kajiado east sub-county.

These findings agree with those of Offorma (2019) where in his study on girl child education in Africa focused on culture as a key contributing factor to declined performance of girl child academic performance. Offorma used descriptive research design and questionnaires as research tools. The finding of his study revealed that culture upheld by parents to a great extent affects girl child education performance. The study finding further reiterated that religion and the perceptions worked as major drawback towards retarding girl's education.

Table 4.15 Regression model on the influence of Nomadism on the academic performance of girls

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231 ^a	.342	-.372	.64292

a. Predictors: (Constant), Nomadism

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.071	2	.038	.052	.799 ^b
	Residual	3.111	4	.620		
	Total	3.182	7			

a. Dependent Variable: Girls' academic performance

b. Predictors: (Constant), Nomadism

4.5.2 Influence of Female genital Mutilation on girls' academic performance

Regression analysis was conducted on the variables and results in table 4.15 indicate R Squared = .324, this therefore means that FGM constructs like psychological trauma and health complications account for 32.4 % of the changes in academic performance of girls in Kajiado east sub county. This implies that the influence of Female genital mutilation on the academic performance of girls in Kajiado east sub-county is significant. Therefore, the null hypothesis that there is no significant effect of FGM on the academic performance of girls in Kajiado east sub-county was rejected at the 5% level of significance and the alternative hypothesis that there is a statistically significant effect of FGM on the academic performance of girls in Kajiado east -sub county accepted.

These empirical findings are in line with those of Micheni and Momanyi (2018) where in their study on the sociological effects of FGM on education of the girl child in Kisii County in which Four constituencies were selected for the study with a sample size of 133 respondents selected using Simple random sampling of which 78.95% were female. Descriptive Research design was adopted in their study and data was collected using Questionnaires, Interviews and Focused Group Discussions. They subjected data to Qualitative and Quantitative analysis. The results of

the study found that FGM was a source of depression to majority of school going girls because they do not conform to the belief associated with FGM. Others were stigmatized hence poor academic performance and some dropped out of school while others got married. Others develop complications that see them off school often for treatment. The study concluded that FGM has negatively affected girl child education in Kisii County.

Table 4.16 Regression Model on Influence of FGM on the academic performance of girls

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.238 ^a	.324	-.541	.63573

a. Predictors: (Constant), Female genital mutilation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.031	2	.213	.145	.987 ^b
	Residual	3.112	3	.719		
	Total	3.143	6			

a. Dependent Variable: Girls' academic performance

b. Predictors: (Constant), Female genital mutilation

4.5.3 Influence of gender preference on girls' academic performance

Regression analysis was conducted on the variables and results in table 4.16 indicate R Squared = .0123, this therefore means that gender preference constructs education preference for boys and Household responsibilities account for 1.23 % of the changes in academic performance of girls in Kajiado east sub county. This implies that the influence of gender preference on the

academic performance of girls in Kajiado east sub-county is insignificant. Therefore, the null hypothesis that there is no significant effect of gender preference on the academic performance of girls in Kajiado east sub-county was accepted at the 5% level of significance and the alternative hypothesis that there is a significant effect of gender preference on the academic performance of girls in Kajiado east sub- County rejected.

These findings partially disagree with those of Wanjiku, (2015) where she asserted that academic performance of boys and girls has significant relationship to socio economic backgrounds of parents according to studies from developed countries. This status dictates parents on making decision on which child is to be educated and the one not to be educated. The girls to be taken to public schools may lack enough facilitation to equip their knowledge for better performance and achievements. Related studies revealed that distance between school and home has a direct affiliated relationship to exam performance (Ayoo, 2014 and Bunyi, 2000). A study on distance influence on girl's education (Okelmo, 2012) revealed that distance has effects on girls' retention rate and regular attendance which ultimately affects girl child academic performance.

Another study by Tyler (2010) made an observation of scenarios where in case family resources are limited and insufficient boys are given first priority to attend to their education needs. Counterpart girls have been socialized to given to this concept whereby sometimes they end up attending their classes irregularly and others dropping out of schools completely for their benefiting brothers. In his study Kelly (2012) reinstated that whenever the parents are confronted by scarce and limited resources for schooling, generally favor for education is given to male children.

Table 4.17 Regression Model on Influence of gender preference on the academic performance of girls

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.122 ^a	.0123	-.413	.6745

4

a. Predictors: (Constant), gender preference

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.043	2	.049	.048	.788 ^b
	Residual	4.720	4	.792		
	Total	4.763	7			

5

a. Dependent Variable: Girls' academic performance

b. Predictors: (Constant), gender preference

4.5.4. Influence of early marriages on girls' academic performance

Regression analysis was conducted on the variables and results in table 4.17 indicate R Squared = .281, this therefore means that early marriage constructs such as early pregnancies and child birth, economic burdens and domestic violence account for 28.1 % of the changes in academic performance of girls in Kajiado east sub county. This implies that the influence of early marriages on the academic performance of girls in Kajiado east sub-county is significant. Therefore, the null hypothesis that there is no significant effect of early marriages on the academic performance of girls in Kajiado east sub-county was rejected at the 5% level of significance and the alternative hypothesis that there is a statistically significant effect of early marriages on the academic performance of girls in Kajiado east sub -county accepted.

These empirical findings coincide with those of Ikua (2012) on factors influencing girl child academic performance in selected schools in Kwale County which revealed that early marriages and Patriarchy system affects girl child academic performance. Ikua used simple random sampling to sample out 150 respondents from a population of 650 students and teachers. The study utilized questionnaires and interview guide as main sources of data collection. Data was analysed through the use of scientific package for social sciences technique where regression was used to show the relationship between girl's academic performance and cultural factors. The regression revealed that there was a very strong significant relationship between culture and academic performance of girl child.

A report made by UN (2007) indicated that three girls out of 10 are having babies and are distracting their education. The reason for the families forcing their daughters to get into marriage at early age is due to the interest of getting wealth. The ransom offered to the parents by the groom makes them believe that women are a source of wealth (Rowe, & Rowe, 2002). Besides, the community will make their children get pressure from their peers when they do not get married at the required age and this will have a negative effect on their performance (Rowe, & Rowe, 2002). Early marriages are highly recorded among the population of the Maa community. The marriages affect the girl's education, health and psychological nature (Rowe, & Rowe, 2002). Once a girl gets the pressure from parents or the community about them getting ready for marriage will make them feel odd ones out and will have no alternative but please the family and community something that eventually takes them out of schools.

Table 4.18 Regression Model on Influence of early marriages on the academic performance of girls

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.321 ^a	.281	.362	.7641

6

a. Predictors: (Constant), early marriages

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.078	3	.046	.051	.876 ^b
	Residual	3.122	5	.762		
	Total	3.200	7			

7

a. Dependent Variable: Girls' academic performance

b. Predictors: (Constant), early marriages

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings as presented in the previous chapter, makes conclusion on the findings and proposes recommendations on policy and for further studies and highlights contribution of the study to the body of knowledge.

5.2 Summary and Discussion of the findings

The main aim of this study was to determine the influence of cultural practices on girls' academic performance in girls' secondary schools in Kajiado east sub-county. The study sought to examine the influence of Nomadism practices on the academic performance of girls in Kajiado east sub –county, to determine the influence of Female Genital mutilation (FGM) on the academic performance of girls in Kajiado east sub-county, to establish the influence of gender preference on the academic performance of girls in Kajiado east sub-county and to determine the influence of early marriages on the academic performance of girls in Kajiado east sub-county.

5.2.1. Influence of Nomadism on the academic performance of girls in Kajiado east sub-county.

The study findings indicated that Nomadism had a significant influence on the academic performance of girls in Kajiado east sub-county, 41.4% of the respondents agreed that regular movements in search of water and pasture for animals affect girls' academic performance to a

very large extent. 46.9% of the respondents agreed that clan conflicts affect girls' academic performance to a very large extent.

Regression analysis results indicated R Squared = .342, this therefore implies that Nomadism constructs like regular movements in search of pastures, clan conflicts and temporary settlements account for 34.2 % of the changes in academic performance of girls in Kajiado east sub county. This implies that Nomadism is a significant factor that influences the academic performance of girls in Kajiado east sub-county.

5.2.2 Influence of Female Genital Mutilation (FGM) practice on the academic performance of girls in Kajiado east sub-county.

The study findings indicated that FGM practice had a significant influence on the academic performance of girls in Kajiado east sub-county, 50.3 % of the respondents agreed that psychological trauma associated with FGM affect girls' academic performance to a large extent. 49.3% of the respondents agreed that health complications associated with FGM affect girls' academic performance to a very large extent. Regression analysis results indicated R Squared = .324, this therefore means that FGM constructs like psychological trauma and health complications account for 32.4 % of the changes in academic performance of girls in Kajiado east sub county. This implies that Female genital mutilation practice is a significant factor that affects the academic performance of girls in Kajiado east sub-county.

5.2.3 Influence of gender preference constraints on the academic performance of girls in Kajiado east sub-county.

The study findings indicated that gender preference had an insignificant influence on the academic performance of girls in Kajiado east sub-county, 33.8 % of the respondents indicated that boy child preference affects girls' academic performance to a moderate extent, 47.2 % of the respondents agreed that doing household duties at home affect girls' academic performance to a large extent. Regression analysis results indicated R Squared = .0123, this therefore means that gender preference constructs such as education preference for boys and Household responsibilities account for 1.23 % of the changes in academic performance of girls in Kajiado east sub county. This implies that the influence of gender preference on the academic performance of girls in Kajiado east sub-county is insignificant.

5.2.4 Influence of early marriages on the academic performance of girls in Kajiado east sub-county.

The study findings indicated that early marriages had a significant influence on the academic performance of girls in Kajiado east sub-county, 72.8 % of the respondents agreed that early child birth affects girls' academic performance to a very large extent. 56.9 % of the respondents agreed that domestic violence affect girls' academic performance to a very large extent and 62.4 % of the respondents agreed that economic burdens associated with early marriages affect girls' academic performance to a large extent. Regression analysis results indicated R Squared = .281, this therefore means that early marriage constructs such as early pregnancies and child birth, economic burdens and domestic violence account for 28.1 % of the changes in academic

performance of girls in Kajiado east sub county. This implies that the influence of early marriages on the academic performance of girls in Kajiado east sub-county is significant.

5.3. Conclusion

Regarding the empirical findings of this study, the study concludes that there is a significant influence of Nomadism practices on the academic performance of girls in Kajiado east sub-county. Regular movements in search of water and pastures for animals, clan conflicts and temporary settlements are factors that significantly affect the performance of girls in schools.

The study concludes that FGM practice is a significant factor that affects the academic performance of girls in Kajiado east sub-county. Psychological trauma associated with FGM and health related complications are factors that significantly affect the academic performance of girls in Kajiado east sub-county. The study further concludes that gender preference is not a significant factor that affects the academic performance of girls in Kajiado east sub-county. Factors like boy child preference and doing household duties do not significantly affect the performance of girls in schools.

Finally the study concludes that there is a significant influence of early marriage practice on the academic performance of girls in Kajiado east sub-county. Early child birth as a result of early marriages, economic burdens and domestic violence are factors that significantly affect the performance of girls in schools.

5.4 Recommendations

5.4.1 Policy recommendations

In view of the findings of this study that Nomadism practices significantly affect the academic performance of girls in Kajiado east sub-county, the government of Kenya in collaboration with the county governments where Nomadism is practiced should come up with policy measures to provide permanent water points like sinking of community boreholes to conveniently provide water for these communities to help them minimize regular movements that are in turn affecting the performance of girls in schools, the government should also take measures to train a special category of people from these communities on dispute resolutions to help mediate any issue that could potentially trigger clan wars within the community.

Given the findings that FGM practice significantly affects the academic performance of girls in Kajiado east sub-county, the government of Kenya should seriously enforce the anti-FGM law which was passed in the year 2011 but has not been fully enforced thus allowing the practice to continue. The government should also step up measures to provide civic education on the dangers and shortcomings associated with FGM within the affected communities in the bid to help curb the practice. Women from these communities who did not undergo the cut and are successful in their careers should come out and offer mentorship to the young girls and prove to them that one can be successful in life without going through the cut.

Since early marriage practice significantly affects the academic performance of girls in Kajiado east sub-county, the government of Kenya should put measures in place to outlaw the practice and enforcement of government policies like compulsory basic education to all should be accelerated within these communities to help slow down the practice.

5.4.2 Recommendations for further studies

This study recommends that further research be carried out to establish the influence of other factors other than cultural practices on the academic performance of girls within the pastoral communities in Kenya, this will help the government develop comprehensive policies on how to help the girl child advance in education within these communities.

The government of Kenya has tried to come up with many laws such as the anti-FGM law to protect the girl child from harmful cultural practices but seemingly there is little impact created by these laws so far, this study therefore recommends further research be carried out to examine the influence of government policy on academic performance of girls within the pastoral communities in Kenya.

5.5 Contribution to the body of knowledge

This study contributes to the body of knowledge through the revelations of its empirical findings. The findings show that there is a significant effect of Nomadism practice on the academic performance of girls in schools. Government intervention measures like those of sinking bore holes to provide water for these communities will go a long way in helping them to settle and minimize academic interruptions on their girls.

The empirical findings of this study revealed that there is a significant effect of FGM on the academic performance of girls in schools. Enforcement of anti-FGM law by the government will help keep many girls in schools leading to their improved academic performance and later on contribute to the building of the society.

The study found out that there is a significant effect of early marriages on the academic performance of girls in schools. This is because when girls get married they abandon their studies to take up family responsibilities associated with marriage like those of doing domestic chores, giving birth and taking care of the household. Government intervention measures like those of enforcing compulsory basic education to all will go a long way in helping keep girls from these communities in schools.

This study contributes significantly in enriching literature regarding the topic of cultural practices and academic performance of girls in secondary schools. It builds on the already existing empirical findings and affords the necessary reference from which future researchers can draw from.

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APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

My name is Esther Koriat. I am a master's student at Scott Christian University; kindly answer the various questions on this questionnaire. The questionnaire aims to collect data on the *effects of cultural practices on performance of girls in secondary school in Kajiado East Sub County* for academic purposes only.

SECTION A: BACKGROWND INFORMATION

1. Indicate the class you are in?

- Form one
- Form two
- Form three
- Form Four

2. Please indicate your age group?

- 12-14 years
- 15-17 Years
- 18-20 Years
- Above 20 years

3. Please indicate the category of your school

- Day school
- Boarding school
- Any other

SECTION B: CULTURAL PRACTICES

4. What kind of cultural practices have you ever experienced?

- Nomadism
- FGM
- Gender Preference

Early Marriages

Kindly indicate by way of ticking (√) in the box the extent to which you agree or disagree with the following statements regarding Nomadism practices.

Use the scale:

1= Not at all (NAA) 2 = Less extent (LE) 3 = Moderate extent (ME) 4 = Large extent (LE) 5 = Very large extent (VLE)

SECTION ONE: Nomadism Practices

5) Please respond to the following statements by ticking the appropriate box corresponding to each statement on Nomadism practices.

S/N	Nomadism practices	Very large extent	Large extent	Moderate extent	Less extent	Not at all
i	Regular movements in search of water and pasture for the cattle affect my academic performance					
ii	Regular clan conflicts affect my academic performance					
iii	Temporary settlements at home affect my academic performance					
iv	Nomadism affects my school work and my overall performance					

6) Please respond to the following statements by ticking the appropriate box by indicating the extent to which you agree with each statement on FGM.

S/N	FGM practice	Very large extent	Large extent	Moderate extent	Less extent	Not at all
i	psychological trauma associated with female genital mutilation affects my academic performance					
ii	Health complications associated with female genital mutilation affects my academic performance					
iii	Female Genital Mutilation is a retrogressive practice					
iv	FGM affects my school work and my overall performance					

7) Please respond to the following statements by ticking the appropriate box by indicating the extent to which you agree with each statement on gender preferences.

S/N	Gender preferences	Very large extent	Large extent	Moderate extent	Less extent	Not at all
i	Boy child preference at home affects my academic performance					

ii	Household duties at home affects my academic performance					
iii	My parents prefer my brother to me on matters academic					
iv	Gender preference affects my school work and my overall performance					

8) Please respond to the following statements by ticking the appropriate box by indicating the extent to which you agree with each statement on early marriages.

S/N	Early Marriages	Very large extent	Large extent	Moderate extent	Less extent	Not at all
i	Early marriages resulting to childbirth affects academic performance of many girls					
ii	Domestic violence affects my academic performance					
iii	economic burdens affect the academic performance of married girls					
iv	Early marriages affect school work and my overall performance of many girls					

Thank you for your time.

APPENDIX II: COVER LETTER

ESTHER WAMOYO KORiat
SCOTT CHRISTIAN UNIVERSITY
MACHAKOS, KENYA

Dear Respondent,

I am a student at Scott Christian University doing a Master's Degree in Organizational leadership and management. I am carrying out a research on Cultural practices and girls' academic performance among secondary schools in Kajiado East Sub County Kenya. The target population will be public secondary schools located in Kajiado East Sub County. This is an academic research and therefore confidentiality will be highly observed. None of your personal information will appear in the findings of the study. Thank you.

Yours faithfully,

Esther Koriat

Researcher

APPENDIX III: AUTHORIZATION BY INSTITUTION



Scott Christian
UNIVERSITY
A Dynamic Centre of Academic Excellence

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MACHAKOS

Website: www.scott.co.ke

29th June 2022

The Director,

National Commission for Science, Technology and Innovation

P.o Box 30623

NAIROBI

Dear Sir,

RE: ESTHER WAMOYO KORiat- MLM /006/16

The above named is a Master's student in the second year of study and has cleared his course work. The University has cleared her to conduct research entitled. "*cultural practices and girls' academic performance in girl's secondary schools in Kajiado east sub county, Kajiado county, kenya*"

Kindly assist her with research permit in order to undertake the research.






Thank you

Sign: 

Dr. Theresia Mueni Mutetei

Ag. Dean School of Professional Studies

APPENDIX IV: AUTHORIZATION FOR RESEARCH/PERMIT-NACOST

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 774357	Date of Issue: 21/July/2022
RESEARCH LICENSE	
	
This is to Certify that Ms. ESTHER Wamoyo KORIAT of Scott Christian University, has been licensed to conduct research in Kajiado on the topic: Cultural practices and girls' academic performance in girl's secondary schools in Kajiado east sub county, Kajiado county, Kenya for the period ending : 21/July/2023.	
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