

**EFFECTS OF SELECTED CULTURAL PRACTICES ON EDUCATIONAL  
ACHIEVEMENT AMONGST GIRLS IN NAROK COUNTY, KENYA**

**BRENDA CHEPNGETICH  
REBECCA AUMA OGINGA  
MERCY SABINA MIGIRO  
CHARITY CHEPKOECH**

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCE IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF ARTS IN  
EDUCATION OF GREYSA UNIVERSITY**

**OCTOBER, 2025**

# DECLARATION AND APPROVAL

## DECLARATION AND APPROVAL

This research is our original work and has not been presented for award of Bachelor of Degree in Education Arts or for any similar purpose in any other institution

Signature: [Signature] Date: 22/10/2025

Brenda Chepngetich

EDU-G-4-1930-22

Signature: [Signature] Date: 22/10/2025

Rebecca Auma Oginga

EDU-G-4-2143-22

Signature: [Signature] Date: 22/10/2025

Mercy Sabina Migiro

EDU-G-4-1853-22

Signature: [Signature] Date: 22<sup>nd</sup> October 2025

Charity Chepkoech

EDU-G-4-1931-22

This research has been submitted with my approval as university supervisor

Signature: [Signature] Date: 22/10/2025

Dr. Gilbert Omedi

Department School of education

Gretsa university

# Table of Contents

ABBREVIATIONS AND ACRONYMS .....	ix
OPERATIONAL DEFINATION OF TERMS .....	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study .....	1
1.1.1 Cultural Practices Affecting Education. ....	3
1.1.2 Girls Education in Kenya.....	5
1.2 Statement of The Problem .....	6
1.3 Purpose of the Study .....	6
1.4 Conceptual Framework.....	7
1.5 Research Questions .....	7
1.6 Objectives of the Study.....	8
1.6.1 General Objective .....	8
1.6.2 Specific Objectives .....	8
1.7 Hypotheses of the Study .....	8
1.8 Significance of the Study .....	9
1.9 Scope of the Study .....	9
1.10 Limitations of the Study.....	10

CHAPTER TWO: LITERATURE REVIEW .....	11
2.1 Limitations of the Study.....	11
2.2 Academic Achievement .....	11
2.3 Theoretical Review .....	12
2.3.1 Cognitive theory.....	12
2.3.2 Liberal feminist’s theory.....	12
2.3.3 Theory of change .....	13
2.4 The Relation Between Cultural Practices and Educational Achievement .....	14
2.4.1 Relation Between Gender Based Roles and Educational Achievement .....	14
2.4.2 Relation Between Early Marriage and Educational Achievement .....	14
2.4.3 Relation Between Female Genital Mutilation (F.G.M) And Educational Achievement .....	15
2.5 Summary of Research Gaps.....	16
CHAPTER THREE: RESEARCH METHODOLOGY .....	17
3.1 Introduction.....	17
3.2 Research Design.....	17
3.3 Location of the Study.....	17
3.4 Target Population.....	18
3.5 Sampling Techniques.....	19

3.6 Sample Size.....	19
3.7 Measurement of Variables .....	20
3.8 Research Instrument.....	20
3.9 Validity of Measurements.....	21
3.10 Reliability Measurements .....	21
3.11 Data Collection Techniques.....	22
3.11.1 Questionnaire Method.....	22
3.12 Data Analysis .....	22
3.13 Logistical and Ethical Consideration .....	23
CHAPTER FOUR: FINDINGS AND DISCUSSIONS .....	24
4.1 Introduction.....	24
4.2 Effects of Female Genital Mutilation (F.G.M) on Girl's Educational Achievement .....	24
4.2.1 Participation in Class .....	24
4.2.2 F.G.M as a precursor to Early Marriage .....	25
4.2.3 Academic Performance and F.G.M .....	26
4.3 Effects of Early Marriages on Girls Educational Achievement.....	26
4.4.2 Gender Specific Roles in the Community .....	28
4.4.3 Impact of Academic Achievement.....	29
4.5 Correlation Between Cultural Practices and Educational Outcomes.....	29

4.6 Summary of Findings.....	29
CHAPTER FIVESUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	31
5.1 Introduction.....	31
5.2 Summary of Major Findings.....	31
5.3 Conclusions.....	31
5.4 Recommendations.....	32
5.5 Suggestions for Further Research .....	33
REFERENCES .....	34
APPENDICES .....	37
Appendix( I): Questionnaire .....	38
Appendix(ii);Letter of Introduction.....	31

## LIST OF TABLES

Table 1: Target Population.....	18
Table 2:Measurement of Variables.....	20
Table 3:FGM Affects class participation.....	24
Table 4:F.G.M facilitates Early Marriage.....	25
Table 5: Performance Based on F.G.M .....	26
Table 6:Effects of Early Marriage on Education .....	27
Table 7:Gender Specific Roles in the Community .....	28
Table 8:Gender Roles Affect Academic Achievement.....	29

## LIST OF FIGURES

Figure 1:Conceptual Framework .....	<b>Error! Bookmark not defined.</b>
Figure 2:Location of Narok East in Narok County.....	18
Figure 3:Early Marriage as a Cause of School Dropout .....	26
Figure 4:Effects of Gender on Academic Achievement .....	28

## **ABBREVIATIONS AND ACRONYMS**

ASALs:	Arid and Semi-Arid Lands
FEMSA:	Female Education in Mathematics and Science in Africa
F.G.M:	Female Genital Mutilation
K.C.S.E:	Kenya certificate of Secondary Education
PTSD:	Post Traumatic Stress Disorder
UNESCO	United, National, Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s funds
USAID:	United States Agency for International Development
WHO:	World Health Organization

## DEFINATION OF TERMS

**Detrimental:** Harmful, causing damage or harm to someone or something.

**Dynamic:** Characterized by constant change, activity or progress; energetic and forceful

**Impede:** To slow down or obstruct the progress of something

**Internalization:** The process of making something (e. g beliefs, behaviors)

**Reputation:** The beliefs and opinions generally held about someone or something

**Stereotyped:** Oversimplified and fixed ideas about a person or group often not based on complete or accurate information

## **ABSTRACT**

The study investigated effects of cultural practices on girl child educational achievement. The objectives of the study was: Analyze the effects of female genital mutilation among girls on educational achievement among girls in Narok County, to examine the effects of early marriages on educational achievement in Narok County and to evaluate the influence of gender roles on girls educational participation and achievement within the County. The study was conducted using descriptive survey design. The target population was teachers 30 and 70 parents. The study sample will be drawn 5 secondary schools across 2 educational zones utilizing stratified sampling for schools and Purposive sampling for teachers and parents. Data was collected primarily through questionnaires and analyze using both qualitative and quantitative technique of data analysis. The findings revealed that cultural practices remain deeply attached in maasai community, significantly influencing girls educational outcomes. FGM was found to cause physical and psychological trauma that limit class attendance and concentration while early marriage emerged as primary factor contributing to school dropout among girls. Gender roles further limited academic progress by burdening them with domestic responsibilities that reduced their study time. The correlations analysis indicated a strong negative relationship between the prevalence of harmful cultural practices and educational achievement levels among girls.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Cultural practices refers to demonstration of a culture of people particularly in regard to traditional and habitual patterns of social interactions, behaviors and activities undertaken by ethnic group ( Kiriro 2011).Cultural practices such as female genital mutilation(F.G.M) ,early marriages and gender based roles have a big influence on enrolment of girls in school .World Health Organization (WHO) (2025) estimates that approximately 140 million girls and women have experienced the cut with average 2 million girls at risk of being circumcised annually. United Nations children’s funds (UNICEF2015) underscore the negative impact of gender roles, which disproportionately affect girls and limits access to schooling. United Nations Children’s funds (UNICEF 2010) argues that early marriages deny the girl child the right to education. According to (Jagero and Ayodo 2009) early marriages has led to regional and gender disparities and of concern are the low transition and high dropout rates of girls in the pastoralist communities. According to (Lee 2008) most of the pastoralist communities in Kenya are marginalized groups and girls are not given the same opportunities as boys to attend school as a result of cultural prejudice of the boy child.

Gender roles are individual attitudes to how the role of women and men and should be shaped by sex (Somech, 2016). Gender roles shape learning experiences, educational choices and academic achievements, affecting how students are taught, the subjects they pursue and treatment by peers and educators (Cowan,2019). According to (Destatis 2021) Germany women have lower chances than men to enter higher education and relatively more often enter lower raked post-secondary vocational training. Women tend to be underrepresented at the top of educational distribution

example in post graduate education United, National, Educational Scientific and Cultural Organization (UNESCO) due to gendered socialization, women acquire distinct life goals regarding family and career and favor family over career than men. (Hakim 2002).

According to (Yenew) 2023 Female genital mutilation (F.G.M) is a harmful traditional practice involving the partial removal of the female external genital parts. It is practiced in some communities for cultural, social and economic reasons (Mbiti 1969, Orhcadson 1961, Kenyatta). Female genital mutilation (F.G.M) is practiced in many parts of the world and it is continued practice in large regions of Africa according to World Health Organization (WHO 1996). In Nigeria, Female Genital Mutilation (F.G.M) is a casual factor keeping girls out of school. Nevertheless, according to World Health Organization (WHO 2021) Female Genital Mutilation (F.G.M) has been found to adversely affect school performance leading to higher rate of school drop outs among girls. According to United Nations Children's Fund (UNICEF 2024) narrates an example of a girl who is a survivor of Female Genital Mutilation (F.G.M) in "Abakaliki" community where young girls are brainwashed to accepting culture.

Early marriages are described as the marriage or union between two individuals where one or both persons are younger than 18 years old (ICRW, 2005; McIntyre, 2006) it is also known as child marriage. The practice applies to both boys and girls but young girls have to be the major victims United Nations Children's Funds (UNICEF, 2005). In most cases, it takes place without the permission of both the bride and the bridegroom. A child's childhood is cut short and his or her fundamental rights are compromised as well when a marriage partner is imposed on her/him the right to free and full consent to a marriage is acknowledged in the Universal Declaration of Human Rights (UDHR 2021). The UDHR further recognizes that when one of the parties involved is not mature enough to make a choice about a spouse then the consent cannot be free

and full (Ozier,2015).A country's educational level is one of the key indicators of its level of development United Nations Educational, Scientific and Cultural Organization(UNESCO,2008).Narok South Sub-County have been reported as having internal inefficiency as a result of early marriages. Internal efficiency is measured in terms of dropout rates, repetition rates and transition rates. In Kenya, an estimated 11 percent of girls have been circumcised, according to a (2014 national survey), and nearly 23% of women, aged 20-24 were married before reaching 18. One quarter of women give birth by age 18. An example of early marriage done to a 11 year old girl in NAIKARRA, Kenya (Home News, 06 September 2017).

In conclusion, according to (Croft 2015) because of many care-orientated positions and household responsibilities are perceived to require communal attributes, women are perceived more fitting for these positions than men. (Heilman 2012), lack of such fit perceptions resulting gender stereotypes can lead to biased evaluations, hiring and promotion decisions. According to (Badejo 2001) findings shows that Female Genital Mutilation (F.G.M) has negative effects on girl child education as well as on economic and socio economic of south east ,Nigeria .All hands should be on deck to stop harmful practices for education ,economic and social progress of Nigeria.(IT Lemein 2016) The study then concluded that early marriages were practiced within the division and have affected girls from proceeding to secondary schools .It also led to most girls dropping out of school.

### **1.1.1 Cultural Practices Affecting Education**

Cultural practices have adversely affected girl's education negatively compared to boys. Socio cultural attitudes and practices have big influence on education in Samburu County.one such practice female genital mutilation.it is a traditional practice which involves the partial or total

removal or injury to the female genital organs for cultural or other non-therapeutic reasons(WHO,2008).Girls exposed to female genital mutilation are of high risk of immediate physical consequences such as severe pain, bleeding and shock, difficulty in passing urine and feces together with infections(WHO,2008).According to the Global Women project(2007) ,many girls in the Samburu region quit school as soon as they undergo F.G.M which is still widely practiced in the region and other parts of Africa.

Gender roles refer to social expectations of society regarding gender (Bruce & Yeamly,2006). This role is product of interaction between individual and their environment and provide insight into determination of appropriate behavior for a given gender (Blackstone,2003). Notion that boys are better than girls is deeply practiced in some communities because of the belief that the biological family of the girl does not benefit from educating a daughter since the girl becomes a member of her husband's family when she marries and they will reap the benefits. Therefore, parents hesitate to invest in a girl because they feel they are taking care of someone else's property.

Traditionally, early marriage causes girls to drop out of school before age of 18 has long attracted considerable research and policy attention. Early marriage is more common to girls compared to boys. (Jane2008) states that some students who drop out of school especially girls end up in marriage and prostitution. Furthermore, UNICEF estimates that globally 21% of young women (age 20-24) get married before 18. According to (Gage 2013) no study has investigated whether individual's knowledge of legal age of marriage is linked to their children likelihood of marrying early. A married girl cannot continue with her education after marriage as it is permissible by law to allow married girl (Rag 2019).

Early marriage and its effect on girl child education progression, is a global concern. A cross-sectional study done in Indonesia found that about 12 out of every 100 rural girls underwent early marriage (Fitria et al. 2024). Teenage girl in elementary schools were 448.926 times more likely than college girls to experience early marriage. Furthermore, adolescent girls in Junior Schools were 146.171 times more likely to experience early marriage than college girls. Again, adolescent girls in Senior School were 21.355 times more likely than those in college to undergo early marriage (Fitria et al. 2024)

### **1.1.2 Girls Education in Kenya**

Girls face many barriers in getting an education including early marriage. According to (EFA Global Monitoring Report 2004) 78% of girls are married before 18 years. Some communities still discriminate against girl's education. The notion that boys are better than girls is deeply engrossed in some societies because of the belief that the biological family of girls does not benefit from educating a daughter since the girl become the member of the family when she marries. Moreover, many girls experience horrific scenes E.g. rape, violence, abandon moment, starvation and hate. These girls face economic, socio-cultural, biological and protection barriers that make it more difficult to access quality education. In the year 2017 Kenya Certificate of Secondary Education (K.C.S.E) results shows that only 28,386 girls scored C+ and above required for university admission down from 50,415 that made that the cut representing 43.7 percent drop (M.O.E,2019).

### **Narok County the Cradle of the Maa Culture**

Narok is a County dominated by the Maasai community. The Maa community is well known for their cultural practices e.g. female genital mutilation, early marriages and gender roles. The main

challenge faced by girls in this community is female genital mutilation which violated their rights. After mutilation girls were expected to get married to older men at a younger age. Example of a 17-year-old girl in” Naikkara” area Narok County who was rescued from forced marriage a 35-year-old suitor (KBC News on 21st February,2023) .44% of girls are reported to drop out of school because of the practice thus affecting their education in Narok County (The Star 14th December,2020)

## **1.2 Statement of The Problem**

Harmful cultural practices such as female genital mutilation, early marriages and gender roles have direct impact on girl’s education achievement. According to (Sheikh 2023) female genital mutilation is a harmful traditional practice with severe health complications, and chronic pain. The government has taken action on the culprits by arresting but end up being released. The National and County government to reinforce the children act and parent sensitize about provision of free secondary education the Basic education act no 14 of 2013. On the other hand, gender roles play significant role where by household chores has detrimental effects on girl’s education. According to (Butch man 2000), who found out that in Kenya child labor does not significantly impede school enrolment and attendance. According to action aid 90% of young girls in Narok County are married off at an early age undergoing "the cut"(Action aid international 2020). The star daily newspaper reported that Narok County had the highest level of cases of child marriage in the County (2016) which revealed about 73% of girls left school at a tender and got married.

## **1.3 Purpose of the Study**

The main purpose of the study was to examine the impact of cultural practices on educational achievement amongst girls in Narok County, Kenya.

### 1.4 Conceptual Framework

#### Independent Variables

Early marriages  
\*Absenteeism  
\*Family responsibility

Female Genital Mutilation (FGM)  
\*Age  
\*Infections

Gender roles  
\*Unpaid labor  
\*Domestic responsibilities

#### Dependent variable

\*Educational achievements  
\*Tests scores

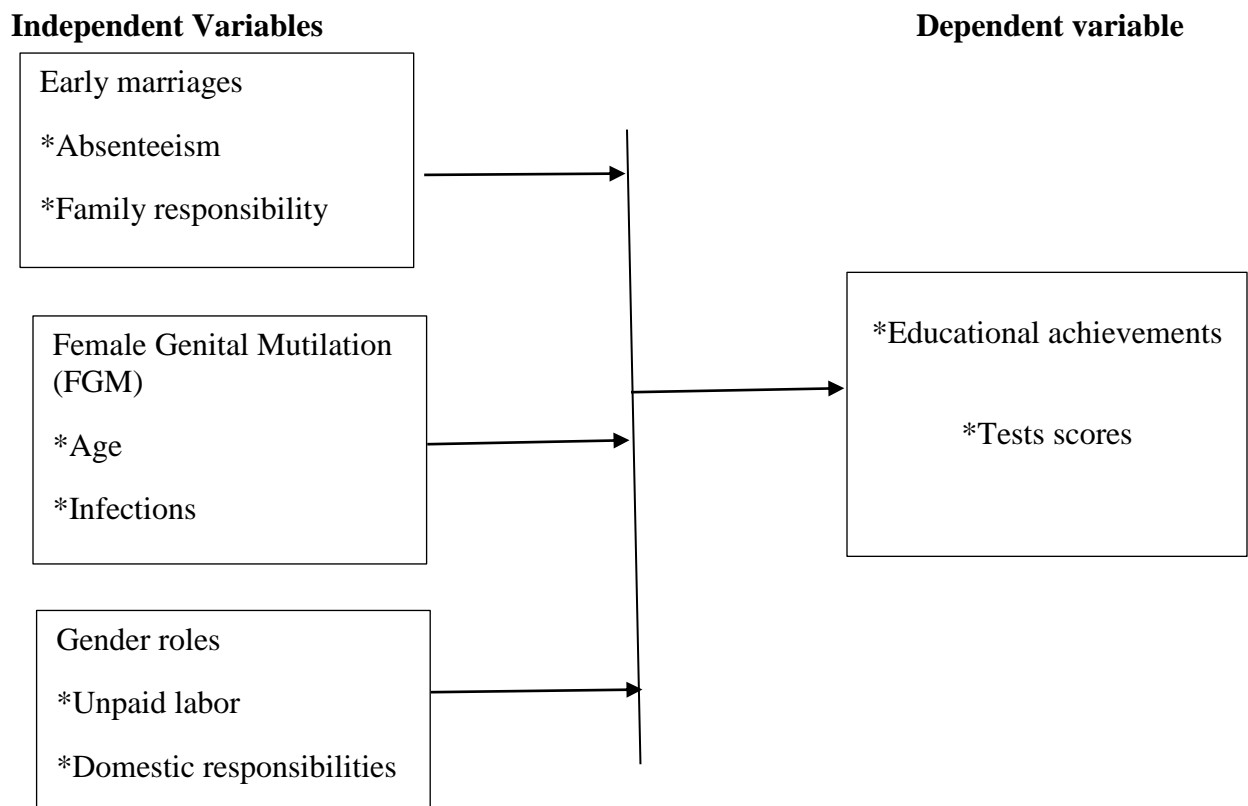


Figure 1.1: Conceptual Framework

Source: Research Data, 2025

### 1.5 Research Questions

- i. What is the relationship between Female Genital Mutilation (F.G.M) status and educational achievement among girls in Narok county?
- ii. What is the impact of early marriages on girl child education in Narok County?
- iii. What is the effects of gender-based roles on academic achievement in Narok County?

## **1.6 Objectives of the Study**

### **1.6.1 General Objective**

To examine how cultural practices have affected educational achievements amongst girls in Narok County.

### **1.6.2 Specific Objectives**

- i. To examine the effects of female genital mutilation amongst girls on educational achievements in Narok County.
- ii. To analyse the effects of early marriages on educational achievement among girls in Narok County.
- iii. To evaluate the effects of gender roles on girl's participation and achievement in Narok County.

## **1.7 Hypotheses of the Study**

**H<sub>0</sub>:** There is no significant relationship between Female Genital Mutilation (FGM) and educational achievement among girls in Narok County.

**H<sub>0</sub>:** Early marriages do not significantly contribute to school dropout rates or absenteeism among girls in Narok County.

**(H<sub>0</sub>):** Gender-based roles (e.g., domestic responsibilities) do not significantly impede girls' educational participation or academic achievement in Narok County.

**(H<sub>0</sub>):** Cultural practices (FGM, early marriages, gender roles) collectively have no significant impact on girls' educational achievement in Narok County.

### **1.8 Significance of the Study**

The study provided detailed information on how Female Genital Mutilation (F.G.M), gender-based roles and early marriage act as a barrier to girl's participation in education. Such information was useful for stakeholders in education in coming up with effective interventions to the problem among the communities in the region. Parents and teachers will have used research findings in mobilizing local communities to ensure that all girls who are out of the school are enrolled.

### **1.9 Scope of the Study**

The study was conducted in Narok County located in Kenya's Rift valley region an area predominantly inhabited by the Maasai community, where deeply rooted cultural practices continue to shape social norms and influence access to education. The focused-on school going girls in secondary schools, including those who have dropped out to examine the effect of cultural practices on their educational achievement. The independent variable in this research were cultural practices, specifically Female Genital Mutilation, early marriages and gender-based roles. While dependent variable was educational achievement measured through school

enrolment, attendance, academic performance and drop out completion rate. Girls in Narok County, have been selected as the unit of study because they are significantly affected by these cultural norms, which led to low educational retention and achievement

### **1.10 Limitations of the Study**

Firstly, there were poor road network and inadequate means of transport due to remoteness in the area, secondly there were difficulties to get access to some information on cultural practices for examples rites of passage, circumcision of girls since these practices are done on secrecy. The problem was solved through accessing the remote areas using motorcycle or motorbike and secondly, we created friendship with the respondents so as to give all the information on cultural practices without feeling insecure or being interviewed

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Limitations of the Study**

This chapter reviews the literature on effects of cultural practices on girl child education, research gaps and conceptual framework. The study presented the literature under different variables which is early marriages, female genital mutilation and gender roles and its effects on girl child education.

### **2.2 Academic Achievement**

Studies show that cultural values play a significant role in academic achievement. In many cultures, values such as respect for education are instilled at young age. Cultural expectations such as gender roles according to FEMSA (2009) reveals that gender roles influence the way children are expected and the way they pursue education.

According to (Harc and tortos) studies show that 76 % of girls are denied education as they are expected to do home responsibilities such as rarely sent to shop to do shopping neither allowed to play outside home for long periods compared to boys since they are often denied to play. This enables them acquire knowledge and skills acquired in mathematics and through this develops confidence and have advantage over girls in informal classroom. Other practices such as early marriages and the way people perceive higher education for girls.

Many parents despite their low educational level were able to name some of the activities that "NWEH" children indulge in which can facilitate learning in girls. According to Malhotra and Malthur (1992) poorer families do not see the need to educating their daughters and better marrying them off to benefit them financially and socially contributing to 80% of girls uneducated.

## **2.3 Theoretical Review**

There are various theories that address the issue of cultural practices and academic achievement.

### **2.3.1 Cognitive Theory**

Relation Between Gender Based Roles and Educational According to cognitive approach by Kohlberg (1966) contends that children consistently hear themselves called "boys" or "girls", they begin to conceive themselves as being one of the sex. then through interactions the children develop a conception of attitudes towards and behavioral expectations concerning the gender, Kohlberg(1966), says that' child's sex role concepts are the results of the child's active structuring of his or her own experience they are not passive products of social training ,the theory is more appropriate because according to Kohlberg acquisition of gender role results from gender constancy so child understands and gets aware that his or her sex is permanent in that case Kohlberg (1966), says the child's social and sexual attitudes neither as direct reflection or innate structures Kohlberg shows that children develop their own gender typing themselves.

The weakness of this theory is that it describes the process of gender identity development and when changes occur, but doesn't explain why.

### **2.3.2 Liberal Feminist's Theory**

Philosopher John Locke is the founder of liberalism as a distinct tradition based on social contract arguing that each man has natural right to life, liberty and property and government must not violet these rights.

Liberal feminist's theory, this theory emphasizes on the perceptions on early marriage to girls Ortiner and whitehead (1981), early marriage also known as child marriage is defined as any marriage carried out with a child below the age of 18 years this is a time before the girl is physically, psychologically ready to shoulder the responsibilities of marriage, childbearing and home care.

Liberal feminists typically support laws and regulations that promote gender equality and ban practices that are discriminatory towards women. This theory actively supports men involvement in feminism and both women and men have always been active participant in the movement. The weakness of liberal feminism is that the theory does not question structural iniquities which prevail in the society.

### **2.3.3 Theory of Change**

Theory of Change - Female Genital Mutilation or cutting occurs in more than 90 countries and is recognized internationally as a violation of girls and human rights. The theory of change aimed to guide USAID'S decision making related to investments and actions identify potentials impacts and outcomes of USAID investments and provide common language and frameworks across USAID, including its implementing partners.

It is intended to provide a high-level road map for USAID'S work in this area through 2030 all levels and operating units across USAID should work with stakeholders at community and country levels to develop country's specific and sector-specific theories of change that reflects difference across contexts as well as to identify indicators to assess progress across diverse settings. This theory of change should be seen as a living document that is informed and adopted as needed, including as new knowledge is gained in each context in which USAID The weakness

of this theory is that it has been criticized for not giving sufficient attention to the wider context in which an intervention is taken place, and the nature of the interactions between the intervention and this wider context.

## **2.4 The Relation Between Cultural Practices and Educational Achievement**

The ongoing research shows that culture influences student academic achievement there exists a variety of revealed study that shows there is under achievement of 88% of adolescent girls that has attributed to internalization of negative attitude out of stereotyped thinking in the society.

### **2.4.1 Relation Between Gender Based Roles and Educational Achievement**

There exists a variety of appropriate household chores which girls participate in while at home. (Pantley 2006) points out some chores identified for children aged 6-8 years this includes carrying garden refuse, cleaning utensils, watering plants and many more.

In Kenya, children from poor family setting combine schooling and other activities. (Moyi,2011) points out that most of the students who work and attend school may be disadvantaged because this constitutes educational inequality compared to learners who combine schooling and work and those who do not.

The growing body of literature regarding the relationship between girls doing house chores and their education has demonstrated mostly a negative effect on school examination performance attendance days absent, lateness to school and reading competence have been used.

### **2.4.2 Relation Between Early Marriage and Educational Achievement**

According to Mathur (2003) and Nour(2006), showed that parents encourage the marriage of their daughters while they are still children helping that marriage benefits them financially and socially as way of relieving family burdens therefore, their education is not recognized as an investment . . (Samati 2013) The argument linking early marriage and education is intuitive. Girls who marry early are said to have few opportunities attend school and consequently high marriage rate affect overall school enrolment rates for teen girls. (. According to Mensch 2006) both marriage and childbirth impact whether a girl stop attending school (an event we term school exit), marriage is much stronger predictor of school absenteeism. On the other hand, majority of girls denied to study up to university example in "Eritrean" prioritize saying" it is better to bring up the son of dog than the son of the daughter" reflecting the fact that" line" is lost to the family on the other hand, majority of girls denied to study up to university example in "Eritrean" prioritize saying" it is better to bring up the son of dog than the son of the daughter" reflecting the fact that" line" is lost to the family.

### **2.4.3 Relation Between Female Genital Mutilation (F.G.M) And Educational Achievement**

Female Genital Mutilation can have serious impact on school attendance as girls who undergo F.G.M may experience health issues such as infections, excessive bleeding which may lead to death. these health complications affect not only their ability to attend school regularly but also their academic performance due to pain discomfort and distraction girls who undergo female genital mutilation may develop psychological issues including post-traumatic stress disorder(PTSA), depression and anxiety these mental health conditions can lead to low energy, difficulty concentrating and withdrawal from social interactions all of which negatively affect learning and attendance research in sierra Leone shows that girls who experienced female genital

mutilation often exhibit signs of PTSD, making it difficult for them to focus on school activities or stay motivated academically.

## **2.5 Summary of Research Gaps**

From the literature review there are most important aspect of culture and how they influence girl child education literature review shows that a girl child education has been affected by culture ever since even if there is culture adjustment many communities have not changed most of literature review has been conducted on country basis and they are showing effect of culture on girl child education but have not proposed a solution on what to be done in response to this gap the study designed carried out as an attempt to bridge and narrow the gap and propose effective measure that will help improve girl education.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter focused on various methodologies appropriate for the study. It covered research design, location of the study, target population, sample techniques, sample size, measurement of variables, reliability of measurements, data collection techniques, data analysis and logistical and ethical considerations.

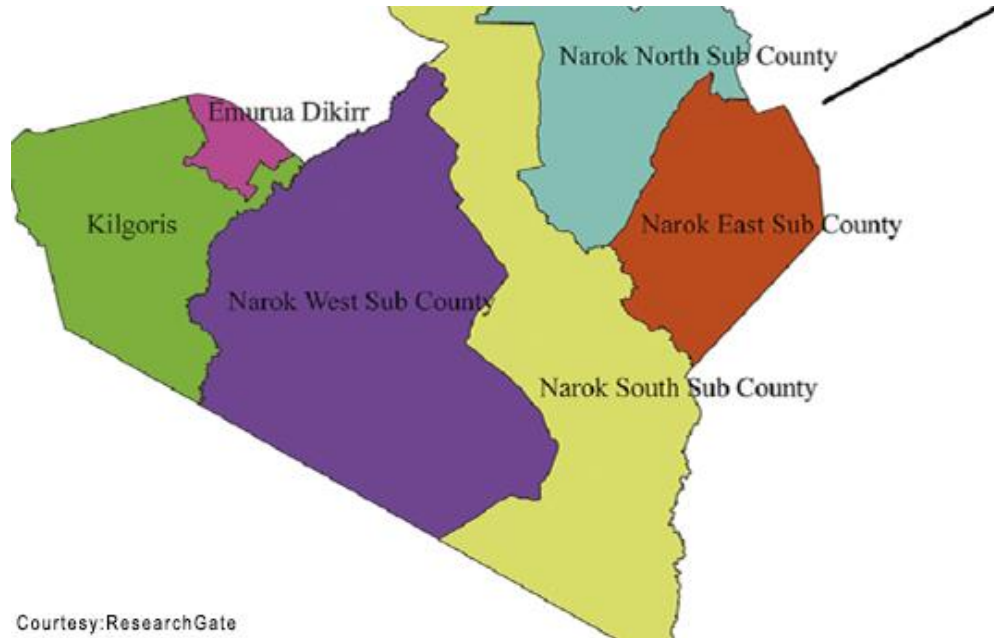
### **3.2 Research Design**

This study was conducted using descriptive survey design which is a method of collecting information. It is primarily concerned with providing an accurate presentation of what will be studied (Kothari,2018). It is an excellent vehicle for measurement of characteristics of a large population (Orodho,2015). It allows questions to be asked personally through questionnaire on things which cannot be easily observed. The study used this method to obtain data from teachers and parents.

### **3.3 Location of the Study**

The study was conducted in Narok East division, Narok County situated in the southern part of the rift valley the area is surrounded by hills and the main activity practiced is pastoralism the area is classified as arid and semi-arid lands. (According to 2019 census) Narok east has a total population of 171,940 with 58,699 males and 56,617 females. The main reason for selecting this region to carry out the study is because has been recording low grades in several secondary schools. (In 13 January 2024 Report news) Narok County experienced instance of poor performance in Kenya Certificate of Secondary Education specifically Olereko mixed

secondary school in Trans Mara west recorded a low mean grade of 1.5 with high score of D plain(M.O.E,2022) due to engagement in cultural practices such as female genital mutilation, early marriage and gender-based roles which denies girls an opportunity to enroll in school.



Courtesy: ResearchGate

Map:3.1 Location of Narok East in Narok County

Source: Research Data, 2025

### 3.4 Target Population

Target population is a large population from which a sample population is selected (Brinker 1998). The target population for this study consisted of parents and all teachers in Narok east division which has 7 secondary schools (According to Teachers .co.ke report 2020). The target population consisted of 30 teachers and 70 parents, that were divided into two zones Suswa and Mosiro.

*Table 1: Target population*

Subject	NUMBER
Teachers	30
Parents	70
Total	100

**3.5 Sampling Techniques**

According to Gay (1992) recommends that when the target population is small, (less than 1000 members,) a minimum sample of 20% is adequate for educational research. The study involved the use of simple random sampling technique. To get sample population for this study, we will group the target population in two categories. School principals and female students to achieve desired representation from various subgroups in the population.

**3.6 Sample Size**

According to Gay (1992) a researcher selects a sample due to various limitations that may not allow research on the whole population. Therefore, the study will use Taro Yamane`s method to calculate the sample size. The Taro YAMANE`S method for sample size was formulated by the statistician Taro Yamane in 1967 to determine the sample size from a given population. Below is a mathematical illustration for Taro Yamane method. The sample size was calculated as follows as shown in Equation 1

$$n = \frac{N}{1+N(e^2)}, \dots\dots\dots \textit{Equation 1}$$

where;

N -total population under study in the two wards

e-margin of error with confidence level of 90% and thus the error margin is 0.1

### 3.7 Measurement of Variables

Table 2: Measurement of Variables

<b><u>VARIABLES</u></b>	<b>MEASURES/INDICATORS</b>	<b>MEASUREMENT SCALE</b>	<b>QUESTION NUMBER</b>
Independent Female genital mutilation DEPENDENT Educational Achievement	Cats End term exams	Ordinal  Nominal	1
Independent Gender roles Dependent Educational Achievement	Absenteeism  Lateness	Ordinal  Nominal	2
Independent Early marriages Dependent Educational achievement	School drop out  Absenteeism	Nominal  Ordinal	3

### 3.7 Research Data, 2025

### 3.8 Research Instrument

The technique to be used in data collection is questionnaires. questionnaire is a research technique that gathers data over a large sample (Kombo and Tromp 2006), the research instruments that were developed to fit the research design and the plan of data analysis so that data collected facilitate the answering of research questions questionnaire was used because it is cheap to prepare as well as free from bias. The questionnaire helps in collecting information over a short period of time it was suitable since the population target is literate and large.

### **3.9 Validity of Measurements**

Content validity is a measure of the degree to which data is collected using a particular concept(Kothari,2004), the schools were used for the piloting process were excluded from the main study consultations and discussions with supervisors is to be done to ensure it answers the research objectives the items that fails to measure the variable that were designed was modified and other discarded.

### **3.10 Reliability Measurements**

Kothari (2004) states that an instrument is reliable if it yields consistent results over a period of time. The pilot study was administered to the same group modifications done and the spear man's formula of correlation is used on two sets of scores to get correlation co-efficient according to Kies and Bloom Quist (1993). Pearson's correlation coefficient (r) measures the strength and direction of a linear relationship between two continuous variables. It ranges from -1 to +1 and +1 indicates a perfect positive correlation (as one variable increases, so does the other) and on the other hand 0, implies no correlation-1 of the variables. Perfect negative correlation (as one variable increases, the other decreases) Pearson correlation coefficients were computed to assess

the strength and direction of associations among the cultural practices and educational outcomes.

The formula of Pearson correlation is indicated in equation 2 below

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}} \quad \text{_____ (Equation 2)}$$

Where: **x and y** are your variables and **n** are the number of pairs

In this study, it will be calculated using excel program while using the `=CORREL () Function`.

The cleaned excel sheet data shall be opened and two variables on columns identified two columns of numeric data (e.g., Column A = Q5, Column B = Q12) and an empty cell will be chosen where correlation value to is to appear and formula typed. On the keyboard, a key Enter is clicked and it returns the Pearson correlation coefficient such as, `(=CORREL (A2:A51, B2:B51))`

### **3.11 Data Collection Techniques**

Data was captured using both closed and open-ended questionnaires to teachers and parents. This enabled a well-focused data which was useful for a large population over a short period of time. Questionnaires are less expensive and confidentiality is also assured.

#### **3.11.1 Questionnaire Method**

In this study, the questions in the questionnaire were issued to 15 teachers and 35 parents. The respondents filled in the questionnaires and handed over after completing.

### **3.12 Data Analysis**

Bhatia (2025) Data analysis is a large pool of data that can be brought together and analyzed to discuss matters and make better decisions. The research involved both quantitative and qualitative techniques for data analysis. The qualitative technique of data analysis was employed to work out open ended question and provided in depth details. Descriptive statistics were used to analyze quantitative data collected by questionnaires. Descriptive statistics are applied to create frequency distribution tables, averages and data entry sums. All the data collected were analyzed by usage of frequency distribution percentages, and tables for accuracy purposes and easier interpretation.

### **3.13 Logistical and Ethical Consideration**

Logistical ,ethical and human relation issues are perceived to be all the processes ,activities or actions that a researcher must address or carry out to ensure a successful completion of a research project.(Orodho 2015)before proceeding for field work a letter was obtained from dean of graduates (Gretsa university) addressed to school of education , humanities and social science seeking authority to conduct an educational research and then proceed to the ministry of education Narok County to seek permission to visit the pilot and actual schools that were used for study .The research values of voluntary participation on anonymity and protection of respondent from any possible harm that could arise from participating in the study .the respondent were assured of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings were used for the intended purposes only , the respondents will be provided with feedback about the findings of the study .

## CHAPTER FOUR: FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the findings of the study based on the three objectives outlined in chapter one.

- i. To analyze the effects of Female Genital Mutilation (F.G.M) on girl's educational achievement in Narok County.
- ii. To examine the effects of early marriages on girl's educational achievement in Narok County.
- iii. To evaluate the influence of gender roles on girl's educational participation and achievement within Narok County.

Data were collected from 50 respondents (15 teachers and 35 parents) using structured questionnaires. The responses were analyzed using descriptive statistics and Pearson correlation to determine relationship between cultural practices and educational outcomes.

### 4.2 Effects of Female Genital Mutilation (F.G.M) on girls Educational Achievement

#### 4.2.1 Participation in Class

*Table 3:FGM Affects class participation.*

Response	Frequency	Percentage
Yes	45	90%
No	5	10%

A large majority 90% of respondents confirmed that female genital mutilation (F.G.M) negatively affect class participation. Reasons cited included pain, trauma and emotional distress which hinder concentration and attendance.**D Sankok(2016)**

#### **4.2.2 F.G.M as a Precursor to Early Marriage**

*Table 4:F.G.M facilitates Early Marriage.*

Extent	Frequency	Percentage
Very high	22	44%
High	15	30%
Moderate	9	18%
Low	2	4%
Very low	2	4%

Source : Research Data,2025

Interpretation: About 74% of respondents agreed that F.G.M highly contributes to early marriage, which in turn disrupts the educational continuity of girls.**J KArumbi(2017)**

### 4.2.3 Academic Performance and F.G.M

Table 5: performance based on F.G.M

<u>Response</u>	Frequency	Percentage
Yes	40	80%
No	10	20%

Source: Research Data, 2025

Most respondents observed a notable decline in academic performance among girls who have undergone F.G.M, attributed to psychological and physical consequences. UNICEF (2022)

### 4.3 Effects of Early Marriages on Girls Educational Achievement

#### 4.3.1 Early Marriage as a Cause of School Dropout

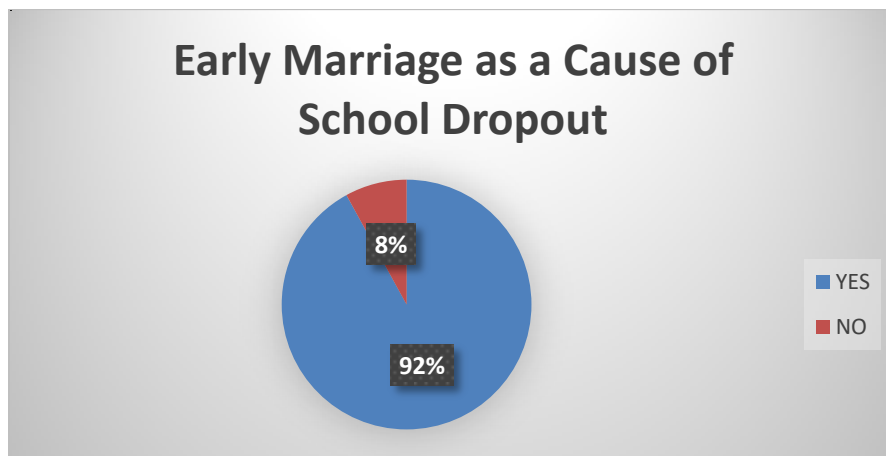


Figure 1: Early Marriage as a Cause of School Dropout

Source: Research Data, 2025

**Yes:** 46 respondents (92%)

**No:** 4 respondents (8%)

An overwhelming 92% indicated that early marriage leads to school dropout among girls. This reinforces the reality that socio-cultural norms often prioritize marriage over education for girls, as also documented by **UNESCO (2022)** and **Ondicho (2019)**.

#### **4.3.2 Educational Disruption (Likert scale summary)**

Table 6: Effects of early marriage on education

Statement	SA	A	N	D	SD
Causes school dropout	24	15	6	3	2
Reduces school attendance	21	17	6	4	2
Leads to absenteeism	20	14	10	4	2

Source: Research Data, 2025

More than 70% of respondents either agreed or strongly agreed that early marriage leads to dropout, absenteeism, and decreased attendance. UNICEF (2025)

### **4.4 Effects of Gender Roles on Girls Educational Participation and Achievement**

#### **4.4.1 Effects of Gender on Academic Achievement**

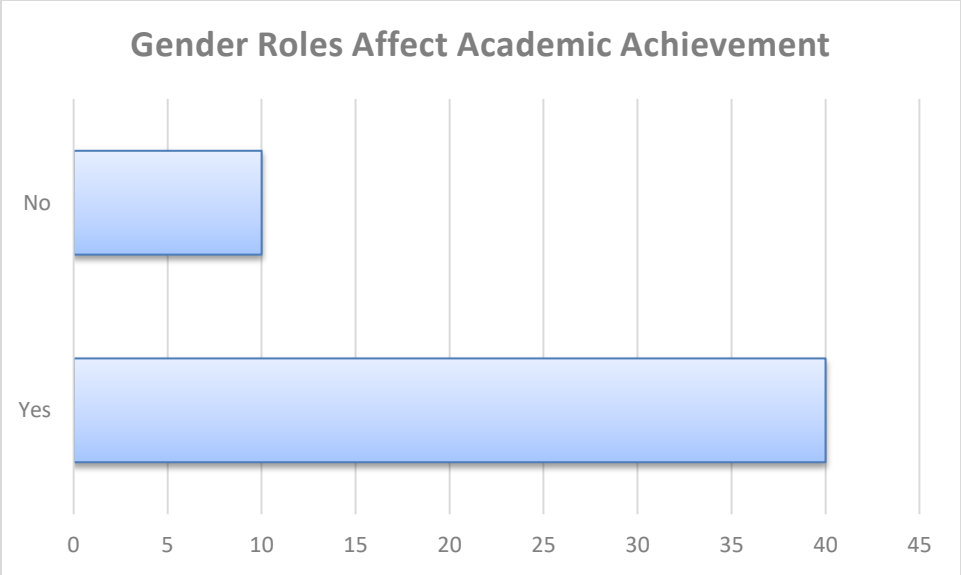


Figure 2: Effects of Gender on Academic Achievement

- **Yes:** 40 respondents (80%)
- **No:** 10 respondents (20%)

With 80% confirming that gender roles affect academic performance, this supports findings that domestic chores, early caregiving roles, and restricted freedom for girls limit their academic engagement. **Chege & Sifuna (2006)** argue that culturally assigned roles deny girls the time and mental space needed for learning.

**4.4.2 Gender Specific Roles in the Community**

Table 7: Gender Specific Roles in the Community

Response	Frequency	Percentage
Yes	36	72%
No	14	28%

Source: Research Data, 2025

Cultural norms often assign girls domestic chores, herding or care givers roles, limiting their time and energy for schooling .WHO (2024)

#### **4.4.3 Impact of Academic Achievement**

*Table 8: Gender Roles Affect Academic achievement*

Response	Frequency	Percentage
Yes	37	74%
No	13	26%

The majority believe that gender roles have a direct negative effect on academic performance, through absenteeism, fatigue, and reduced study time.A Hadjar(2024)

#### **4.5 Correlation Between Cultural Practices and Educational Outcomes**

Using Pearson correlation analysis:

Correlation Coefficient (r): 0.43

There is a strong positive correlation between cultural practices and reduced educational achievement, indicating that the more entrenched the cultural practices, the poorer the academic outcomes for girls.

#### **4.6 Summary of Findings.**

Female Genital Mutilation (F.G.M) negatively affects participation, concentration and academic performance.

Early Marriage is a leading cause of school dropouts and absenteeism.

Gender roles disproportionately burden girls with responsibilities that detract from study time and academic focus.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter provides a summary of the key findings, draws relevant conclusions, and presents actionable recommendations arising from the study on the influence of cultural practices on girls' education in Narok East Sub- County.

### **5.2 Summary of Major Findings**

The study revealed that cultural practices remain deeply rooted in Narok East and significantly affect girls' educational attainment:

Early marriage continues to be a leading cause of school dropout among girls. 80% of respondents confirmed that girls in their schools had left to get marriage.

FGM, reported by 90% of respondents, contributes to physical, psychological, and social trauma that inhibits class participation and learning.

Gender roles disproportionately assign domestic responsibilities to girls, limiting their study time and classroom engagement.

The Pearson correlation coefficient ( $r = 0.34$ ) indicates a positive relationship between the prevalence of harmful cultural practices and poor academic performance among girls.

### **5.3 Conclusions**

The study concluded that:

Female Genital Mutilation to girls leads to post traumatic distress hence poor performance compared to girls who have not where they perform better.

Community norms still favor early female adulthood over educational advancement

School attendance and performance among girls are significantly hindered by cultural expectations and lack of community-level enforcement of protective laws.

Gender inequalities such as herding and home responsibilities to girls contributed to poor performance compared to boys who have less responsibilities.

#### **5.4 Recommendations**

Based on the findings, the following recommendations are proposed:

Strengthen enforcement of child protection laws.

Community sensitization campaigns should be launched in local languages to challenge harmful traditions and promote the value of girls' education. Integrate school-based support systems such as guidance counseling, reproductive health education, and peer mentorship programs to support vulnerable girls.

Provide conditional cash transfers or scholarships to incentivize school attendance for girls at risk of early marriage.

Empower local women's groups and youth leaders to lead behavioral change interventions and support re-entry programs for young mothers.

Train teachers and school leaders on gender-responsive pedagogy and referral pathways for victims of abuse.

Leverage digital platforms and local radio to disseminate messages about girls' rights and education to reach wider audiences.

### **5.5 Suggestions for Further Research**

Future studies should explore:

The economic motivators behind early marriage and FGM in rural Kenya.

The mental health effects of cultural trauma on girls' school retention and academic resilience.

The effectiveness of community-based interventions in changing attitudes toward gender equality in education.

Comparative studies across other sub-counties in Narok or other regions with similar socio-cultural contexts.

## REFERENCES

- BBC Media Action. (2022). *Using Radio for Social Change in Kenya*. Nairobi.
- Bloom Quist, L.E. (1993). *Research design and statistical analysis*. Englewood Cliffs, NJ: Prentice Hall.
- Fieldsman, R.S. (2011). *Understanding psychology (10th ed)*. New York, NY: McGraw-Hill
- Forum for African Women Educationalist. (2004). *Best practices in girl's education in sub Saharan Africa: A FEMSA initiative*. Nairobi: FAWE.
- Forum for African Women Educationalist. (2015). *Addressing barriers to girls' education: A focus on cultural and social norms*. FEMSA Research series. Nairobi FAWE
- Girls Not Brides. (2023). *Ending Child Marriage: Progress and Challenges*.
- Kohlberg, L. (1981). *Essays on Moral development, volume 1: The philosophy of Moral development*. A Francisco, CA: Haber and Row.
- Kothari, C.R. (2004). *Research methodology: Methods and techniques (2nd end)*. New Delhi: New Age International Publishers.
- McLeod, S.A. (2013). *Kohlberg's stages of Moral development*
- Ministry of Education Kenya. (2023). *Gender in Education Policy Guidelines*. Nairobi.
- Mukadi, E, B. (2017). *Influence of Female Genital Mutilation on Girls Education Participation In Primary schools in Baringo, Kenya*: International Journal Of Contemporary and Applied Researches

- Mutual, M., & Khatami, J. (2023). *Cultural Determinants of Girls' Education in Rural Kenya*. African Journal of Gender Studies, 16(1), 22–37.
- Nour, N.M. (2006). *Health consequences of Child Marriage in Africa*. Emergency Infectious Diseases, 12, 1644-1649.
- Orodho, J. A (2015). *Education and social inequality in Kenya*. Gender issues in education in. Kenyatta university
- Orodho, J.A. (2013). *Progress towards attachment of Education for All(EFA)among nomadic pastoralists*: Journal of Education and Research ,1(5),1-18 Retrieved from
- Plan International. (2021). *State of Girls' Rights in Kenya*.
- Save the Children. (2021). *Girls' Education in Crisis Contexts: Evidence from Kenya*.
- The Gender Challenge United States Agency for International Development (2014). *Education in crisis and conflict. The gender challenge*. USAID. Retrieved from <https://www.usaid.gov/>
- UN Women. (2022). *Eliminating Harmful Practices: Joint Programme on FGM*.
- UNESCO. (2022). *Time to Act: The Urgency of Ending Child Marriage and FGM*. Paris.
- UNFPA Kenya. (2023). *Community Dialogues on FGM and Early Marriage*. Nairobi.
- UNICEF. (2021). *Ending Child Marriage: Progress and Prospects*. New York.

United States Agency for International Development (2014). *Education in crisis and conflict.*

The gender challenge. Retrieved from <http://www.usaid.gov/>United States Agency for International Development (2019). *Education in crisis and conflict.*

USAID Kenya. (2021). *Empowering Girls through Education: Results from Northern Kenya.*

WHO. (2022). *Health Impacts of Female Genital Mutilation: A Global Overview.* Geneva.

World Bank. (2020). *Investing in Adolescent Girls' Education in Kenya.* Washington, DC.

World Health Organization (2019). *child marriages:39 every day* retrieved from <https://www.who/>

World Health Organization (2020). *Global strategy to accelerate the elimination of harmful cultural practices affecting girls and women.* WHO. Retrieved from <https://www.who.int>

World Health Organization. (2021). *Adolescent pregnancy and its impact on education: Addressing social determinants of health.* WHO

## APPENDICES

Appendix(i)Letter of Introduction

Gretsa University

P.O. Box 3-01000

Thika.

16 October, 2025

Dear Respondent ,

**RE: REQUEST FOR PARTICIPATION IN RESEARCH STUDY**

We are students at Gretsa University currently undertaking a research study titled 'Effects of selected Cultural Practices on Educational Achievement Amongst Girls in Narok County' as part of the requirements for the award of my degree. The purpose of this study is to [briefly state your research purpose or what you aim to find out].

I kindly request your participation in this study. Your insights and responses will be highly valuable in providing accurate and reliable information. All the information provided will be treated with the utmost confidentiality and used solely for academic purposes.

I would greatly appreciate your cooperation and time in contributing to this research. Thank you in advance for your consideration and support.

Yours faithfully

Students, Greta University

Mercy Migiro

charity Chepkoech

Brenda Chepngetich

Rebbecah Oginga

Appendix ii: Questionnaire

**PART 1: Respondents Profile**

1. What is your gender?

1 Male ( )

2 females()

3 Intersex( )

2. The age group of the respondents

1 Below 30 ( )

2 ( 31-35 )

3( 36-40)

4 above 41 ( )

3. Level of education

1 .( ) No education

2 ( ) primary school

3 ( ) secondary school

4 ( ) college/university education

4.Type of place of residents

1 ( ) Rural

2 ( ) Urban

**PART 2: Effects of early marriage on girl child education**

4. Are there girls in your school who drop out due to early marriages?

1 Yes ( )

2 NO ( )

5. Does your school allow girls to come back to school after giving birth?

1 Yes ( )

2 NO ( )

7. How does your community perceive back to school policy for nursing mothers?

8. At what level of education do most girls drop out of school due to early marriage?

1 Primary ( )

2 Secondary ( )

3 Tertiary ( )

**PART 3: Effects of Female Genital mutilation on girl child education**

9. Do you believe female genital mutilation affects girl child participation in class?

1 Yes ( )

2 No ( )

10. How do you create a conducive learning environment between the group which has undergone female genital mutilation and that which has not.....

11. How does F.G.M facilitate early marriage?

1. Very high extent ( )

2. High extent ( )

3. Moderate extent ( )

4. Low extent ( )

5. Very low extent

12. Do you believe that F.G.M can affect the participation of girls in education.

1 Yes ( )                      2 NO ( )

Briefly explain

13. Is there any difference in performance between girls who have undergone F.G.M and those who

have not gone through it

1 Yes ( )                      2 No ( )

Give reason for your answer

#### **PART 4: GENDER ROLES**

14. How often do girls miss school because of household responsibilities?

1. Never ( )

2. Rarely ( )

3. Sometimes ( )

4. Often ( )

5. Always ( )

15. Are parents more likely to invest in boys' education than girls?

1. Yes ( )

2. No ( )

3. Not sure ( )

16. In your view, do teachers treat boys and girls differently in school?

1. Yes ( )

2. No ( )

If Yes, explain how

17. What are the common challenges girls face in education due to gender roles?

1. Lack of time to study ( )

2. Poor performance ( )

3. Absenteeism ( )

4. Early dropout ( )

5. Low self-esteem ( )

6. Other

18. Are there any school or community programs to promote gender equality in education?

1. Yes ( )      2. No ( )

