

**PARTICIPATION IN PRIMARY EDUCATION CURRICULUM IN
NORTH POKOT DISTRICT, WEST POKOT COUNTY**

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FULFILLMENT FOR REQUIREMENTS OF MASTER OF ARTS IN
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DECLARATION

This project report is my original work and has not been presented for a degree award in any other university

DINAH HELLEN CHEBITWEY _____ **Date** _____

L50/65201/2011

This research project report has been presented for examination with my approval as the University Supervisor

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I am indebted to many people without whom this work would not have been a success. I may not be able to stretch my hand and thank each one of them but with contrite hearsay to them that made this work what it is, a big thanks. Special thanks however go to my supervisor Mr. Julius Koringura for being instrumental in shaping my research project to a scholarly undertaking.

I also owe a debt of gratitude to my colleagues and friends for their support and the learning spirit shared

I would like to express my deepest gratitude to many institutions and individuals who have assisted me in various ways in the course of the study. Among the institutions, I am specially indebted to the Primary school visited in North Pokot District, the girls , teachers and parents who participated so much in the interviews.

To my children Neema Chesaro, David Chebitwey Chepsergon, and Emmanuel Chemasuet Kongogo for purpose and spirit shared, and for light moments which made this task an enjoyable undertaking.

Long live all Education officers and staff in North Pokot District who provided invaluable information which the findings of this study is based.

Finally, all in all to God be the glory from whom all blessings flow.

DEDICATION

This work is dedicated to my late mother Salome Chemaswet Chebitwey, who recognized the importance of girl child education. `Children are our greatest inspiration in the present and our greatest hope for the future`, she could say. She too helped me out of harsh cultural practice (FGM).

ABSTRACT

This study investigates the effects of circumcision on girl child school participation and educational standards of girls in North Pokot District, West Pokot County through desk-top data review and interviews.

North Pokot for instance has no middle level college but only one vocational training centre and one youth centre in Kodich and Alale trading center respectively. The number of secondary schools is five and primary 73 while the ECD which is the most important is eighty three in number. Despite this achievement; the illiteracy level is above par standing at 48% at the same time the infrastructure available cannot accommodate the local population. And in education equity the most pressing issues touches on girl child since most of the locals still practice Female Genital Mutilation (FGM) early and forced marriage as well as child labor.

The literature reviewed focuses on education of girls, cultural practices such as family set up and beliefs, initiation and early marriage, attitude of parents towards education of girls, domestic labor, gender roles in society and family economic status.

The data analysis, presentation, interpretation and discussion of the findings of this study is focused and is divided into the following sections: General characteristics of the respondents; the effect of circumcision of girl's school participation

This study is aware that there are other underlying factors affecting education equally but mostly convinced that circumcision was the only key factor in the decimal performance of girls in school participation and especially at primary level

This study wishes to recommend a study on the alternative rite of passage in order to enrich it and broaden it to taken into considerations conservation of good, culture and enhance good community values. This study would provide meaningful insights that can be shared with circumcision advocates and still maintain community harmony

Finally, the study evaluates school performance and draws lessons and best practices borrowing heavily from success stories from other communities.

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ABBREVIATION

DEO	District Education Office
ECD	Early Childhood Development
FAWE	Forum For African Woman
FGM	Female Genital Mutilation
FGM/C	Female Genital Mutilation/Cut
MDG	Millennium Development Goals
UNDP	United Nation development Programme
UNESCO	United Nations Educational, scientific and cultural organization
UNICEF	United Nations international Children's funds
WHO	Word Health Organization

SIGNIFICANT OF TERMS

- Development:** A change of living standards of people from one which is less desired to one which is more desirable
- Exacerbate:** Make worse
- Drop out:** A state in which someone, having joined a process or a programme and opts out
- Gender:** Culturally ascribed role and responsibilities based on sex of an individual
- Programme:** a group of projects intended to achieve a given goal
- Deception;** false perception
- Paradox:** statement that seems to say something opposite to what is generally believed
- Participation:** involvement in an exercise, activity or event
- Poverty:** a situation of not having the basic human needs
- Taboo:** things/ behaviors, not accepted in the community
- Strategies:** broad methods of handling an issue
- Resources:** vital input in a development process

CHAPTER ONE

1.0.INTRODUCTION

This chapter explains the situation of the district, its background and statement of the study, purpose of the study, objective of the research, research questions, significance of the study, the limitation, the delimitation of the study, definition of terms used.

1.2. BACKGROUND OF THE STUDY

North Pokot for instance has no middle level college but only one vocational training centre and one youth centre in Kodich and Alale trading center respectively. The number of secondary schools is five and primary 73 while the ECD which is the most important is eighty three in number. Despite this achievement; the illiteracy level is above par standing at 48% at the same time the infrastructure available cannot accommodate the local population. And in education equity the most pressing issues touches on girl child since most of the locals still practice Female Genital Mutilation (FGM) early and forced marriage as well as child labor.

The World Health Organization (WHO) 2001, defines female circumcision as any procedure involving partial or total removal of the female external genitalia, or any injury to the female genital organs for non-medical reasons. Female circumcision is a culturally-entrenched rite of passage that is often used to mark a girl's transition into adulthood. Sometimes FGM is given to girls as young as 12 or 13, who most often then drop out of school to marry and start a family. In North Pokot district this practice has been attributed to poor enrolment and performance of girls in education that has resulted over the years on high poverty levels among families as well as very few women involved in community decision making processes

Circumcision has denied women and girl child the opportunity to fully appreciate themselves and enjoy their humanity relegating them to 2nd class citizens. However efforts by government to stem out the practice through enactment of the Children's Act, Act No 8 of 2001 that expressly outlawed circumcision which only seen change of tactic. Criminalization of this long-standing cultural rite has forced many circumcisers to go underground with the result that the practice is now carried out in secret or on defenseless children unaware of the dangers awaiting them. Therefore this study aims at establishing how circumcision affects performance of girls in education especially primary school as this falls within the age group at which FGM is performed.

Education is an issue of primary concern in most countries, both developed and developing. Todaro (1985) views education as a process to economic growth and development of any country in the world .Education is fundamental right of every person, a key to other human rights and prerequisite for equality, diversity and lasting peace World education forum, educational framework for action Dakar April 2006

The human capital theory on the other hand holds that education leads to the acquisition of knowledge, skills, attitudes which lead to the increased productivity of the educated.

For nations, educations open doors to economic and social prosperity, dynamic work force, well informed citizens who are able to compete and cooperate in the global arena. It gives voice to the disadvantaged and is fundamental to constructing society (World Bank 2003)

The Universal Declaration of Human Rights, adopted in 1948 declared that everyone has right to education. This call is further supported by the world conference on education for all (EFA) held in Jomtien, Thailand in 1990 where representatives from 153 countries and 150 organizations pledged to provide education for all by the year 2000.

The intention of these countries representatives was that children, youths and adults would benefit from education opportunities designed to meet their basic learning needs. The Amman Mid-Decade Review of education for all (1996) reaffirmed commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries. This was said to be particularly so in Africa where ethnic tensions and conflicts have displaced many households thus denying children opportunities of going to school.

The Dakar conference of 2000 reviewed development in achieving UPE in the African continent, it set as one of the EFA goals “Eliminating gender disparities in Primary and Secondary education by 2005 and achieving gender equality in education by 2015” This was further endorsed by the so called Millennium Development Goals. Among other things they set targets “to ensure that, by 2015 children everywhere, boys and girls alike, are able to complete a full course of primary schooling. Education in Kenya since independence has played a very important role in supplying the manpower needed for economic growth and development in Kenya by providing a class of educated personnel to take up vacant positions in the government that is those left by departing expatriates.

Simmons, (1980) after independence, economy stagnation was not only seen as resulting from lack of skilled manpower, but also from scarcity of equality “and from perpetuation of political and economic inequalities among ethnical and social groups. These inequalities do exists in the provision of education between the different income groups, geographical area, urban versus rural areas and among gender.

The government of Kenya has attempted to achieve equality in quota system through free Primary Education Policy with distribution of both exercise books and text books to all primary children in all parts of the country and offering equal education opportunities to both boys and girls Killick, (1981) With the introduction of Universal Primary Education (UPE) Free education in Kenya in January 2003, the government has also promoted equality in education. The plan by the government to hire more trained teachers is another important step that has been taken to provide equal educational opportunities to all. The 2030 vision for gender, youth and vulnerable groups is equality in power and resource distribution between sexes, improved livelihoods for all vulnerable and prosperous youth.

The goals for the vision 2030 are therefore to increase opportunities all round among women youth and disadvantaged groups, specific strategies will involve increasing participation of women in all economic ,social and political decision making process (for example starting with higher representation of women in parliament ,improving access to all disadvantaged groups for example business opportunities, health and education services , housing and justice and minimizing vulnerabilities through prohibition of

retrogressive practices such as circumcision and child labor . Equality of citizens, Kenya shall be a nation that treats its women and men equally. It will not discriminate any citizen on the basis of gender, race, tribe, religion or ancestral origin.

The Primary enrollment in relation to girl child education is an area of concern. The table 1.0 below clearly shows that between 1990 and 2001 transition rates were consistently lower than 50 per cent except in 2001 when the boy's transition rates hit 50 percent mark to stand at 50.9 percent .However, gender disparity is evident with boys recoding higher transition rates than girls over the years. KAPCHORWA DISTRICT, UGANDA –Judith Nakitari, Monica Chelimo and Betty Cheboi Akiki were the best of friends as teenagers. Growing up in the rural Kapchorwa district of Uganda, nearly 200 miles from the capital Kampala, the girls did everything together.

When they were 16, all three were forced by relatives and village elders to undergo female circumcision, or female genital mutilation as it more widely known now

Despite the increased awareness and international attention surrounding FGM, an estimated 3 million girls remain at risk of mutilation each year in Africa alone. Several countries, including Uganda, have enacted new laws to outlaw the common cultural practice. But FGM is still practiced in 28 countries in Africa, and a handful of countries in Asia and the Middle East. In Uganda, the Kapchorwa district, where Nakitari is from, is one of the districts where FGM is still practiced despite the new law signed by President Yoweri Museveni earlier this year that prohibits and criminalizes FGM. The law makes provisions to punish the offenders and protect the victims. But as circumcision

season approaches, advocates are wondering just how effective the litigation will be in the country's most rural areas.

Estimates of the total number of women living today who have been subjected to genital cutting in Africa range between 100 million and 130 million. Some 26 million have been subjected to infibulations.

FGC is practiced in varying degrees throughout Ethiopia. The most severe form of this practice, infibulations, in which part or all of the external genitalia is removed and the vaginal opening is narrowed by stitching, is practiced in the Somali, Afar, Harari, and some parts of Oromia regions of Ethiopia. In other regions, such as Tigray, the clitoral hood is removed with or without the entire clitoris. FGC does irreparable harm. It can result in neurogenic shock (spinal shock), septicaemia (blood poisoning), severe infection and even death.

The age at which girls are made to undergo FGC also varies from region-to-region. In Amhara and in some parts of Afar, it is done during the first 10 days of life. In Somali, Afar and Oromia, girls are subjected to FGC between the ages of seven and nine, or just before marriage between the ages of 15 and 17. The type of FGC practiced in SNNPR, is a form of excision in which the vagina is narrowed and the clitoris removed. This procedure can result in infections and hemorrhaging. When the girls grow up, the resultant scarring can tear, causing complications during labour.

According to government figures, approximately 54 per cent of girls in SNNPR are subjected to FGC. The rate is even higher in other regions: 92 per cent in Amhara, 96 per cent in Afar, 99 per cent Oromia and 100 per cent in Somali.

Manyahlisal Madebo, head of the Wolaita Sodo Zone Women's Affairs Office and a lawyer by training, confirms that the practice is extremely painful and dangerous since no anesthetic and antibiotics are used during the procedure.

“As a result of circumcision, they can not go to school,” says Madebo. “It happens in August and September. When they fail to register, they can't go to school. If they are not circumcised, their friends insult them so they want to be circumcised. We [explain to] families that it is harmful.[Families and communities] say ‘it's our culture, our tradition,’ [but] society must accept it's harmful to them.” Said Manyahlisal Madebo in the training.

UNICEF believes that FGC is a fundamental violation of girls' rights and throughout Africa is working with government partners to bring about grassroots change. “The Government, religious leaders, professionals, the whole society must be committed,” says Tabeyin. “Only with constant teaching and society's support, can we stop it.”

At the grassroots teacher training and sensitization workshops have resulted in dramatic reversals in attitude among participants, particularly where videos on FGC have been screened. In one community, a Muslim religious leader broke with tradition after taking part in a workshop and allowed his daughter to get married uncircumcised. Similarly,

several workers from regional agricultural bureaus have got married without having their wives undergo FGC. “We must train people from the grassroots [level] that these harmful traditional practices can be stopped. These harmful traditional practices impact women and children. Together we are striving to protect women’s and children’s rights,” says Asmake Major, a training officer for the Regional Women’s Affairs Office in Awassa. Indonesia violate women’s and girl-child’s human rights. Primary data collection from Direct observation of FC processes is needed to present evidence whether:

(A) The types of FC practices in Indonesia cover rubbing, pricking, piercing, or cutting off the clitoris and/or labia.

(B) Any of the following two groups of complications occur (IPPF, 2001):

1. Short term complications, in the forms of bleeding, Infection (that can result in fatal septicemia), tetanus, or gangrene.

2. Long term consequences, such as persistent pain, sexual dysfunction, chronic urinary tract infection, incontinence, and infertility.

Previous studies in Indonesia confirmed findings from international literature that

FC is not a religious requirement for Muslims in Indonesia. FC is merely the practice of tradition. There is no verses in the Qur’an that support FC, however, many associated the practice with the hadith or sayings in which the Prophet Muhammad PBUH instructed the

circumciser to “Cut off only the foreskin (the prepuce or outer fold of skin over the clitoris) and do not cut off deeply (not cutting the clitoris itself), for this is brighter for the face (of the girl) and more favorable with husband.” This hadith is quoted by many Islamic scholars such as Al-Hakim, Al-Baihaqi, and Abu Dawood. Most Indonesian Muslim leaders know that, “Circumcision is a commendable act for men (sunnah) and merely an honorable thing for women (makromah)” (Al-Shawkani cited in Badawi, 2002, Salim Al-Awwa, n.d). Sunnah includes the words, actions and approval (or consent) of Prophet Muhammad. In the context of religious obligation, sunnah refers to acts that are commendable but not obligatory. Therefore, the above hadith distinguishes male circumcision (MC) as a religious obligatory practice from the non-obligatory of female circumcision (FC) by using the term sunnah. The existing hadiths that refer to the removal of a miniscule segment of skin from the female prepuce clearly emphasize that FC practice should not provide any harm to the girl-child. This is merely a ritual act of tolerance to the pre-Islamic practices (the dark age or jahiliyah). It is clear that removal of partial or complete clitoris (clitoridectomy) or the entire labia minora, and medial part of labia majora (infibulation) were never mandated because these acts will impair a woman’s ability to enjoy sexual relations (www.minaret.org/fgm.htm; <http://www.jannah.org/genderequity/equityappendix.html>). A confirmation of this point of view is found in another part of Islamic law that protects a woman’s right to sexual enjoyment, by allowing a woman to divorce her husband who could not provide sexual satisfaction (ibid).

A majority of Muslims in Indonesia are followers of mazhab Syafi’i who perceives circumcision as an obligatory practice for boys and girls, in contrast to followers of

mazhab Maliki who perceive male circumcision as an obligatory rule but FC merely as a symbolic gesture. The other two mazhab Hambali and Hanafi believe that circumcision is a sunnah for men and a sign of respect for women (Salam, 1994 quoted in Rahman, 1999; Tatapangarsa, 1980).

Unfortunately, individual interpretation in various places has turned this cultural tradition into a religious doctrine that commands FC as a basic element of religious faith, similar to the abstention of pork in daily food. They declared FC practices as a required act of purification, or a pre-condition to become a Muslim (Ramali, 1951, cited in Feillard and Marcoes, 1998; Adrina et al, 1998; Tatapangarsa, 1980; Research Team of LSPPA, 1999). In Limbangan, Central Java, the Islamic religious leaders perceived that FC is required by the Islamic law (sunnah or recommended by the Prophet), a duty for male believers as well as for the females. However, the researchers found out that in reality circumcision was practiced by non-Islamic Javanese too, a practice inherited as a custom or tradition (Research Team of LSPPA, 1999).

Feillard and Marcoes (1998) concluded that FC practices in Indonesia were introduced by Islamic scholars who introduced Islam, because these practices were presented only in regions where the majority of the population are Muslim and is non-existent in the areas where non-Muslim ethnic groups live such as the islands of Nias, Timor, Lombok, Sumba, Flores, Solor, Roti, and among the ethnics of Batak in North Sumatra and Dayaks in Kalimantan.

Post economic crisis of 1998, it was noticed that poverty induced the sharp

escalation of Islamic fundamentalism all over the country. In West Java, for instance, a newspaper article (Pikiran Rakyat, June 11, 2001) advertised openly mass FC events organized regularly by the Assalam Foundation who own an Islamic boarding school (pesantren) with thousands of students (santris). They claimed that FC practices up to the age of 10 years had been done as frequently as male circumcision, since 1948, What made people believed that FC is a pre-condition to become a Muslim is the fact that reputable Islamic leaders like Kyai Ali Yafie, who is known to be gender sensitive, also still emphasized the continuation of FC practices “according to current directives” (Feillard and Marcoes, 1998: 366). Stigmatization is another fear if one is not circumcised. In Madura, circumcision is viewed as a must for Muslims, both males and females, and those who are not circumcised will be stamped as kafir (non-believer) (cited in Darwin et al, 2001). Medicalization

The arguments against FGM are based on universally recognized human rights, including rights to the highest attainable level of physical and mental health, therefore, any form of FGM is unacceptable from any health care providers (HCPs) point of view (WHO, 1997). The message is clear that FGM must not be institutionalized, nor should any form of FGM be performed by any health professionals in any setting or health establishments (WHO, August 1996). Medicalization is the involvement of HCPs in performing FGM, although it might emerge from the intention to reduce the health risk of genital cutting performed by traditional birth attendants or traditional circumcisers. The WHO has called for a major effort to prevent the medicalization of all forms of FGM, based on the ethics of health care where body mutilation cannot be condoned by a HCP whether for cultural or any other non-therapeutic reasons (WHO, August 1996). Disappointingly,

medicalization is the factor that seems to contribute to the increased practices of FC in Indonesia (Feillard and Marcoes, 1998). cases in Egypt, there is no data on the percentages of FC performed by trained HCPs in Indonesia (Pyle, 2001). The suspicion is that there is an increasing tendency of FC cases in urban areas, performed by medical personnel. Among those who believe that, “the tradition (FC) should continue to grow and develop in society,” medicalization is expected to reduce the risk of health complications and thus FC in clinical settings is promoted as part of a birth delivery package, together with vaccination and ear piercing (tindik) for a baby girl.

Among the supporters of human rights, two came out this year in the popular printed media, where concerned journalists interviewed medical doctors who stated that FC is unnecessary (Ayahbunda, No. 07/2002; Republika, April 21, 2002). The last one added the fact that the consequences of FC include sexual dysfunction that is an integral part of one’s quality of life.

1.2 STATEMENT OF THE PROBLEM

Since the intervention of the Dakar conference on Education for all(EFA) in which universal free Education was launched has led to a steady increase of pupils moving from ECD to primary schools in North Pokot District, the enrolment in primary schools has increased in both boys and girls schools. West Pokot county, has been a disparity compared to the transition rate of boys and girls joining form one. With reference to documented report at the DEOs office the transition rates of Boys and girls from standard 8 was 78.8 percent and 68.0 percent respectively .the disparity was 10.8 per cent in the year 2009, the enrollment rate of boys from standard 8 was 66.7 per cent while that of the girls was 64.6 percent. The disparity was 12.5percent.

In the year 2010, the participation rate of boys from standard 8 was 66.3 per cent, whereas that of the girls was 69.2 percent. This was the only year when the participation rate of girls was higher than that of the boys. In the year 2011 the participation rate of boys from standard 8 was 66.5 per cent, whereas that of the girls was 39.7 per cent .The disparity was 26.4 per cent a figure which was higher than any year before.

North Pokot District has been chosen for this study because a large portion of it lies in ASAL where transition rates of female pupils from ECD to primary school are usually low. The region's total population as at 1999 census comprising males and females was standing at 156,000. The proportion of youth between 15-45 years stands at 60% of the total population. The population growth rate is 2.1 per annum. Regarding urbanization, the location as trading centers with $\frac{1}{4}$ of the total population, it is now an acknowledged fact that, rights are interdependent and indivisible. The right to education cannot be fully realized in exclusion of other rights, particularly so in areas bedeviled with chronic illiteracy, famine diseases and poor infrastructure like North Pokot is therefore important that the provision of education to adopt an inter-sect oral and integrated approach where clean water, road network & education is integrated with other development areas such as rural development, and animal husbandry among others is a necessity in bettering education standards.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to find out the effects of circumcision on GIRL CHILD PARTICIPATION IN PRIMARY EDUCATION IN North Pokot district.

1.4 OBJECTIVES OF THE STUDY

The study was guided by the following objectives

1. To determine the impact of genital mutilation on girls academic performance in Pokot
2. To investigate whether genital mutilation affects values and morals of school going girls in Pokot country
3. To establish the effect of girls genital mutilation on school attendance
4. To establish the challenges education stakeholders are facing in addressing genital mutilation among the Pokot community

1.5 RESEARCH QUESTIONS FOR THE STUDY

The study was guided by the following research questions;

- (i) How does genital mutilation affect girls' academic performance
- (ii) Does genital mutilation affect the girls values and morals of school going girls in North Pokot District
- (iii) To what extend does girls genital mutilation affect the school attendance
- (iv) What challenges do education stake holders face in addressing genital mutilation among the North Pokot Community

1.6 SIGNIFICANCE OF THE STUDY

Education is expected to spur development for both individual and community. However gains supposed to be achieved through education are a pipe dream as other prevailing circumstance put this in jeopardy. These circumstances include negative cultural

practices namely circumcision among girls and cattle rustling. With a better understanding of effects of girl child circumcision on school performance and overall learning system can facilitate designing of interventions aimed at minimizing or militating against negative effect of girl child circumcision and subsequently contributing to FGM eradication. Education is a key ingredient in development and efforts to ensure all resources are harnessed to facilitate transformation at individual and community level must not be spared.

It is against this backdrop that the study is important to establish the impact circumcision has on school performance especially among girls. The study's findings will further form basis in which education practitioners' especially County government can spearhead education agenda in light of the prevailing circumstances. Lastly, the result of the study may also influence scholarly research, theory and practice leading to an educational intervention and at increasing transition of girls from Early Childhood Centres to Primary Schools.

1.7 THE SCOPE OF THE STUDY

This study intends to concentrate on girl child education and circumcision at lower school level. The study envisions interviewing school managers, survivors of circumcision in school and out of school and conduct desk-top review of data available on school performance and circumcision. Further the study will interview other education stakeholders chosen randomly in order to enrich findings. In addition the study will also

interrogate data available to draw relevant inferences needed to achieve necessary conclusions.

1.8 THE LIMITATION OF THE STUDY

This study intends to interrogate a cultural practice that is deep rooted in the community and therefore the study is bound to suffer from perceptions and misgivings. In addition the study anticipates that women who are the victims will be reluctant to freely share information on circumcision due to cultural constrains. This study will also fail to get invaluable data/insights from other studies as very little information is available on effects of circumcision on education. Further study's scope is limited as the study will concentrate on a small geographical area and target that might not be conclusive, representative and exhaustive in determining beyond doubt the impact of circumcision on education performance.

However a lot of information is readily available on Health implications of circumcision.

1.9 DELIMITATION OF THE STUDY

The study focused on the effects of circumcision on girl child participation in primary education in north Pokot district, west Pokot county. For this reason, information on the questionnaire was simplified to make it easier to collect data. Additionally, in order to assume manageability of the collected data, survey instruments were mostly multiple-choice items but open-ended responses were also included.

1.10 ASSUMPTION OF THE STUDY

The study assumed that the sample represented the population which reflects the effect of circumcision of the girl to primary school participation in north pokot district, west pokot county.

Another assumption is that the instruments to be used were valid in measuring the desired constructs.

The study further assumed that the respondents provided the needed information through both the questionnaire and the interviews.

SIGNIFICANT OF TERMS

Deception;	False perception
Development:	A change of living standards of people from one which is less desired to one which is more desirable
Drop out:	A state in which someone, having joined a process or a programme and opts out
Exacerbate:	Make worse
Gender:	Culturally ascribed role and responsibilities based on sex of an individual
Infatuation:	Obsession
Paradox:	Statement that seems to say something opposite to what is generally believed
Participation:	Involvement in an exercise, activity or event
Poverty:	A situation of not having the basic human needs
Programme:	A group of projects intended to achieve a given goal
Resources:	vital input in a development process
Strategies:	Broad methods of handling an issue
Taboo:	Things/ behaviors, not accepted in the community

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This section deals with review of literature. The literature reviewed focuses on education of girls, cultural practices such as family set up and beliefs, initiation and early marriage, attitude of parents towards education of girls, domestic labor, gender roles in society and family economic status.

2.2 Educations of girls

Girls' education and promotion of gender equality in education are vital to development. Policies and actions that do not address gender disparities miss critical development opportunities. Girls represent 56 percent of the estimated 41 million school age children who are out of school. Gender parity is highest in South Africa, whereas many countries have attained near universal primary education and high adult literacy. Cases of extreme gender disparity, where girls' enrolment may be only half that of boys are mostly found along South of the Sahara, a region characterized by low adult literacy and weak economics. Having entered school, however girls have a 69 per cent chance of reaching grade 5 compared with 70 percent for boys.

Here also, regional variations exist; in general, where enrolment and literacy are high, gender equality prevails; where enrolment and adult literacy are low, the survival rate of girls is generally lower than that of boys (UNESCO, 2002). Female education in

particular, with its multiplier effects, has been shown to be crucial for the advancement of nations (Beijing Declaration September, 1995).

Education empowers women to bring about necessary changes such as smaller and healthier families (Wamahiu, 1996). In Kenya except for pockets of resistance, the value of formal education as a tool for individual and societal development was recognized by Kenyan parents' right from independence. This is manifested by the tremendous expansion in school enrolments, the availability of physical facilities and the number of teachers during the first two post-independence decades. The second post-independence decade coincided with the UN decade for women (1975 – 1985) (world education Forum, 2000).

The Kenya's development plan 1979 - 1993 identifies disadvantaged groups as pastoralist, small farmers, landless rural workers, urban poor and the handicapped. UNESCO (2009) included women and children of poor rural as well as urban households existing below poverty line, women headed households, and women and children of nomadic groups. The girl child should be added to the list of vulnerable disadvantaged groups because it's known that many societies in Kenya invest less in girls' education than in boys' education.

Eshiwani (2007) noted that the colonial government availed education to men who provided to much needed labour to the settler economy and not women. As a result, the colonial governments instilled the attitude in most Kenyans. Both men and women that it was the men to be prepared for work to earn bread for the family while women stayed at home to look after the children.

Before 1938, the girls' schools initially known as the Kikuyu Mission School offered girls homemaking skills such as sewing, cooking, nutrition and general hygiene. The education for girls was intended to make them future housewives. After independence parents were motivated to send their children to school to enhance their prospects for future employment.

The expansion of formal education saw more boys than girls enroll in school, this was due to the fact that this enrolment was influenced by religious, cultural, and economic factors. Education for women depended largely on the economic development of the region. The most backward areas in development are also the most backward in female education (Bunyi, 2004). No specific policies have been formulated in Kenya to support the education of girls. This is because universal education has not been achieved as in the case of developed countries.

The reason for this as documented by the Ministry of education was: To give girls basic knowledge related to a better way of life and to equip them with the knowledge to help them be better home markers in their own society and communities. In school--girls were treated differently as girls and their contribution to families is sometimes ignored. For example, one form of discrimination against girls is found in school textbooks where girls are portrayed as being of less importance compared to boys (Action, Aid, 2009). Some of the textbooks portray women as foolish or incompetent in doing things because boys always won in all cases.

According to UNESCO, EFA (2004) there are several compelling benefits associated with girls education, which include the reduction of child and maternal mortality, improvement of child nutrition and health, lower fertility rates, enhancement of women's domestic role and their political participation, improvement of the economic productivity and growth even when given the opportunity to be educated, the girls typically face formidable barriers to the completion of their studies. For example, virtually all girls in Kenya are initially enrolled in primary school, approximately 65% of them dropout before completing standard 8 (forum for African Women Educationalist, 1999).

A number of economic and sociological theories reveal that education increases females' participation in the labour force. Education change attitude towards their own role in the household and in the work place (Mincer, 1962). It gives them openings for a wide range of options in economic activities. The skills they obtain through education give them ability and potential to participate in various development activities and related vocational programmes. A study in India revealed that infants of illiterate women in rural areas had a mortality rate more than double that of infant whose mothers had at least basic primary education (Cadwell, 1977). Literate mothers make better use of scarce resources for their children's welfare than do illiterate mothers with higher income (Floro And Wolf, 1990).

It has also been established that female education delays marriage, lowers fertility rates and results in smaller family size (Herz, 1991). Females with more education increase

their desire to have more children enrolling in schools for education Behrman (1990) and Lavy (1992) revealed that parental schooling promotes children's' schooling.

Education has increased farm productivity by giving female access to agricultural and co-operative training, contact with agricultural extension workers, and implementation of new farming ideas and use of existing facilities (Floro and Wolf, 1990). Non Governmental Organizations (NGOS), UNESCO and Forum for African Women Education (FAWE) have been in the forefront agitating for promotion of female education and empowerment UNESCO (1995). Conferences like the ones held in Jomtien, in Thailand 1990 and the Pan-African conference on education of girls held in Ouagadougou in Burkina Faso in April 1993 adopted measures aimed at reducing gender disparities in Education.

Abagi (1995) asserted that school participation of girls in parts of the world and particularly in African region still lags behind. The inequality between boys and girls, women and men in the field of education and consequent employment, in politics and in socio-economic life is very significant and hence creates debate by educationist, researchers and gender lobby groups. For some decades now the global labor market had been recruiting not on the basis of citizenship but on qualification, competence and suitability to the particular job. In the market, Kenyan women are victims of gender discrimination experienced by their sisters elsewhere. Men are preferred even in cases where women may be equally or more qualified.

2.3.0 Cultural Factors Leading to Low rates of girl child participation in primary schools

Social cultural factors leading to low primary participation in female pupils was viewed under family set up and beliefs, early marriage and initiation.

2.3.1 Family set up and Beliefs

World Bank (1996) acknowledges that in developing countries including Africa, there are socio-cultural norms which permeate the school's functioning. Wanjiru, (2007) states that girls are socialized to know that their brothers education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behavior patterns that are formed about girls and boys. He further observes that the boys and girls are received differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies. The study determined whether this is applicable in North Pokot District, West Pokot county.

A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public primary schools revealed that 52.4% respondents valued boys' education better than that of girls. Families which cannot easily afford to send both sons and daughters to school reckon that financial returns on the expenditure for girls' education are a good deal smaller than those of boys. The argument being that girls will eventually leave their parents on getting married, therefore their education is seen as a financial asset to the in-laws rather than blood relatives (UNESCO, 2002). The study

sought to establish whether girls are discriminated at home leading to drop out from school.

Brown (1980) indicates that some children are withdrawn by parents in rural areas to assist in household chores like taking care of younger children, accompanying parents to hospital or public gatherings, collect firewood and water, caring for the sick relatives among others. The girl – child does most of this work but where there are no girl siblings, the boys are used to perform these tasks. This clearly shows gender disparity in that boys assist at home only when there are no girls, which affect girls' education to an extent of dropping from school due to constant absenteeism (Wanjiru, 2007). The different role at home to boys and girls affects girl's performance in school. The girls have less time to do supplementary reading for school compared to the boys (Wamahiu, Opondo & Nyagah 1992). This Study therefore determined the extent in which family set up leads to female students dropping out during arid after primary school.

2.3.2 Circumcision of girl child

Blaug (1970) asserts that education is an investment which is just as profitable as any form of investment. As the case is in any other investment a choice has been made proceeded by a series of fundamental private decisions. Gender therefore becomes a crucial factor in decision making regarding who goes to school and for how long (Psachalopoulos and Woodall, 1985). Before such decisions are made families consider their priorities and in most cases, the socio-cultural and socio-economic constraints combine to put girls' continuing with education at disadvantage.

One such constraint is female circumcision. Benderal (1998) stated in his study that initiations are a disruptive force that pull girls off their studies. This is so because after initiation, girls and boys start going down, others dropout of school, others get pregnant or are expelled all together.

A study by UNICEF revealed that female circumcision or similar practices are in at least 25 countries in African Asia and Arab regions. The number of girls affected by these practices is estimated at about one hundred million, with another two million added each year (UNICEF, 1994). In most cases the initiations are done at 13-15 years, which bring with additional traumas due to unhealthy connotations and sexual overtones associated with it. In many cultures it begins as a process of emotional and physical as well as other rituals that are demeaning to the girls. Murad (1998) added that circumcision, as it is now referred to, is symbolic of violence against girls in many countries. This practice hampers advancement in education for girls since they are bogged down with management of these initiations rather than being engaged in education work (family health international 2002). Chege (1983) concurred with the report and added that in cases where the girls themselves are left to choose whether to be in school or go for initiations their choice is for initiation. Wamahiu (1995) in her research titled “ let them be heard” – the voice of the innocent “, says girls themselves perceive schooling as a waste of time after initiation because they wait for marriage as the next goal in life. This was confirmed by Murad (1998) in his findings, which states “ it is perceived in many countries that school is not necessary after initiation”.

Female African Women Educationalist carried out a study on education of girls and women in Africa and reported that after initiation rites, girls may be forced into marriages and in cases where they pursue education, school becomes a conducive environment to them (FAWE, 1997).

It is for this reason that communities with traditional inclinations regard initiation as more important than schooling.

2.3.3 Girls Drop Out of school to Early marriages

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO – UNICEF, 1970). Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (1990) supported the findings by Onyango by saying that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family. Mbilinyi and Mbughuni (1991) added that in some African communities, girls are valued as objects of exchange in bride wealth. Girls are seen as sources of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education. They are withdrawn from schooling during periods for initiation and betrothal ceremonies (United Nations, 1967). Odaga (1995) concurred with Mbilinyi and Mbughuni by adding that African traditional and culture requires that girls be married off to qualify as good African women. This made members of the household to usually

struggle to socialize their daughters to master skills of being good wives. The result of this is early drop out of school. Abagi (1997) asserted that marriage oriented socialization has made some girls withdraw from school for marriage.

Although early marriage is disregarded, there is general fear of missing husbands after attaining higher education because of the men's suspicion of the learned girls. African men used to orders and dictatorial instructions to women, which may not be accepted by learned women who are reasonable and rational. In this case schooling is therefore, seen as increasing the value of girls but lowering their chances for marriage (Mbilinyi and Mbughuni, 1991). Despite the fact that early marriage hinders attainment of higher education for girls a study carried out on jobs and skills programmes for Africans revealed some positive attitudes towards female education. In the study men are seen working in mines of South Africa while mothers manage their chores without the help of their daughters. The dropout rate is lower than that of boys and mothers value education as good even if not salaried jobs. Reading, writing, counting and science are valued for being good for children and hence provide justification for school attendance (Oxenham, 1984). However, the positive attitude towards attaining education in females is not widespread in many African countries. World Bank research of 1988 revealed that rates of schooling of girls in Zaire were lower than that of boys as girls drop out of school to get married. In Sierra Leone, early marriages are against the law but it is still high with serious implications for girl child educational development.

2.3.4 Attitude of Parents towards Education of Girls

A study carried out by Juma (1994) in Kwale and Taita Taveta Districts where he studied 120 households, 120 head-teachers, 10 Islamic religious leaders and 2,035 pupils of whom 1,037 were girls revealed that enrolment of girls in schools is lower than that of boys. This was attributed to the socio-cultural activities of the people that discourage girls from schooling but rather encourages them to be involved in domestic and other forms of household activities.

Generally, most households have negative attitude towards education of girls. This impedes the education of girls, Ballara (1992). Mothers favour education of male children because they provide for them old age insurance. Male education is therefore seen as insurance for old age (Psacharaporlos and Woodhall 1985). Eshiwani (1993) supported this view and says that parents invest in schooling boys who are believed to remain and provide continuity of their roles and responsibilities. Sohoni (1995) asserted that the son is a potential and permanent source of income. In families where there is no protective cover of social security and pensioner provision the son is the only protection parents have against poverty, old age and other disabling circumstances. That is why they prefer to educate boys for family continuity, headship of household and property inheritance, since girls marry off and go away from home. This is a general trend in most communities in our republic. Men carry out most commercial activities. This is why males are preferred for education (UNESCO-UNICEF 1990). Girls are seen as a source of productive labour force of another household when they marry off, while men, on the other hand are given maximum training in order to attain the higher status as heads of families (UNESCO, 1995). Culture dictates that the future of girls is much depended

upon the success of their husbands and therefore parents have no firm control over it (Martim, 1990). This was an excuse why girls are denied higher education. Some studies have suggested that in certain African countries where female education seems to threaten male authority, the solution suggested is to make female education lower in quality and quantity than that of their male counterparts. Furthermore, education gives women better earnings prospects and changes their economic status, a fact which gives family tension (Ballara 1992). Culture makes women dependent on men (Wamahiu, 1995) because culture makes them appear inferior in society (UNESCO, 1981).

Research by Lavy (1992) established that as they grow old, both boys and girls develop progressively poorer opinion of girls, and by the age of 5 to 6 years they learn to attribute greater power and prestige to male role. The privilege position of males makes mothers of girls suffer depression than mothers of boys. Pregnant women dream twice about male babies; and mothers who have daughters are happier about new pregnancy than mothers of sons. Mothers of only girls in a family face a bleak prospect of their names being eventually wiped out (Sohoni, 1995). A research study carried out in Nigeria revealed that the majority of parents believe that boys are more productive than girls of the same age. Both male and female thought that parents should invest more in the feeding and education of male than females. This explains why males are preferred for opportunities to learn economically valued skills than girls (UNICEF, 1990). Parents further believe that males are more intelligent than females and are unlikely to drop out of school.

2.3.5 Gender Roles in Society and School Participation

All societies have implicit conceptions of gender, which they use to differentiate the treatment of girls and boys (Global Monitoring Report, 2002). Accordingly, while women in most societies take primary responsibility for caring for the family, men tend to be associated with the work outside the home. Swainson (1995) observes that the assignment of roles and development of skills are defined socially and culturally on the basis of gender. From an early age, children develop behavior that is appropriate to their gender by imitation of parents and other role models. Further, Ayoo (2002), Machoyo (1995), Umbima (1993) and Young (1985) observe that learning among children occurs through modeling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children. Swainson (1995) argues that girls, for example, in rural areas possibly experience some kind of alienation in view of the many overlapping relationship within as well as outside the family. According to Eshiwani (1985) some preference persists for educating boys, reflecting traditional limitations on women's roles, customary patrilineal inheritance systems and perceptions that boys will have greater prospects for modern sector employment. Moreover, in rural areas, the opportunity cost to parents of educating girls seems higher. Consequently, the gender roles that a society assigns to its children will have a determining effect on their future such as schooling, labor force participation and status in relationships. As in other developing countries, children in Kenya are engaged in domestic chores, often to the detriment of their education (Kadenyi and Kamuyu, 2006; FAWE, 2003a; Ayoo, 2002). In their study on the influence of family socio-economic status and gender on students' academic performance in Baringo district secondary schools, Chepchieng and Kiboss (2004) found

that lack of time for study among girls could be attributed to involvement in domestic chores. In contrast, boys were left with a lot of time to study thus were likely to have an edge over girls' school work. In view of this finding, this study attempted to establish whether there was any gender difference in the influence of gender roles on in girl child enrollment and participation in primary school within North Pokot District, West Pokot county

Mulopo (1988) asserted that sex roles, expectations of the African society initiated sex imbalance in school and careers, since a girl's role was defined such that she would only be a mother, housewife or home keeper. The roles at best would only require a minimum level of education or none at all. He confirms this assertion by stating that sexual division of labour meant that mothers had to rely on their daughters' labour for household duties. Since gender roles for girls are many and continuous, girls have to work longer hours as their mothers, as opposed to boys who have fewer gender related roles, which keep them busy through entertainment or loitering. This fact limits the opportunity of girls to access and complete their education as compared with boys (Onyango, 2003).

2.3.6 Domestic Labor

In African traditional set up domestic labour is an activity for girl child in the family. Sohoni (1995), UNICEF (1992), Malenche (1972) and Hertz (1991) concur that domestic gender roles for girls are numerous and they do not give them opportunities to go to school. Cultural arrangement that puts man as the head of the household complicates the matter more by giving him power to decide who goes to school and who to remain at home. Consequently the device would be for the girl to remain at home while boys go to

school. Mullopo (1998) stated that sexual division of labor meant that mothers had to rely on their daughter's labor.

Brown (1980) indicates that some children are withdrawn by parents in rural areas to assist in household chores like taking care of younger children, accompanying parents to hospital or public gatherings, collect firewood and water, caring for the sick relatives among others. The girl – child does most of this work but where there are no girl siblings, the boys are used to perform these tasks. This clearly shows gender disparity in that boys assist at home only when there are no girls, which affect girls education to an extent of dropping from school due to constant absenteeism (Wanjiru, 2007). The different role at home to boys and girls affects girl's performance in school. The girls have less time to do supplementary reading for school compared to the boys (Wamahiu, Opondo & Nyagah 1992). This Study therefore determined the extent in which domestic labor contributes negatively to the girl child participation in education and especially at primary level.

2.3.7 Family Socio-Economic Factors

When resources are scarce in a family, the option would be for the education for the boys to be granted and not for girls. In polygamous homes with many children, it follows that the education for girls suffers Abagi (1996). In his investigation of factors responsible for maintenance of gender disparity in higher education in 1996, Kasinte revealed that a family's financial capacity dictates who should be taken to school, and the preference is always the boy. He concurs with Abagi and asserts that when the resources are inadequate to educate both boys and girls, it is the girls who are discontinued from school

to leave room for the boys to continue with their education. This is because it is viewed that the social benefits derived from female education are not likely to have much impact on family decision (Onyango ,2003). World Bank (1999) research on economic factors affecting developing countries postulated that indirect cost of children's time is a significant determinant of enrolment. In Tanzania, Rajabu (2007) conducted a research to investigate the causes and effects of pregnancy among primary school pupils. The study revealed that the problem of primary school pregnancy is associated with low income of parents. Many parents are unemployed, single or polygamous. Consequently, they are unable to fulfill pupils' needs such as uniforms, stationery and lunch. As a result, many young children fail to go to school. Parsankul (2004) also found that low economic standards and forced marriage interrupted girls from schooling. He also cited greed (e.g. the desire to own many cattle) in North Pokot District as a hindrance to girls' education. Studies conducted by **FAWE** (1995) identified poverty as the major problem that constraints girls' education under several economic circumstances.

Poverty stricken households, especially those headed by women, cannot afford exorbitant requirements for school attendance such as uniforms and transportation fee. Poverty also forces girls to leave school and work to supplement family income. Okumu (1995) points out that both in Kwale and Nairobi, respondents of situation analysis survey, gave poverty as the most important factor for students dropping out of school (33 percent and 64 percent respectively). In Nairobi 42 percent of the respondents indicated that they would send their son to school in case of economic crunch in contrast to only 8 percent when decisively stated they would prefer to send their daughters. Report by MOE (2007)

indicates that 58% of the Kenyan population is living below the poverty line. This however leads to inability of the poor to meet education cost for their children. Consequently, this becomes a barrier to the education for girls who withdraw from school to engage in domestic work, a factor which the study seeks to investigate.

Murugi (2008) observed that over one million children are out of school in Kenya due to poor backgrounds. Some have been forced to drop out of school to earn a living for their families due to rising poverty. In the Republic of Kenya Totally Integrated Quality Education and Training (TIQET) and Koech reports, it is evident that child labour keeps children out from school (Republic of Kenya, 1989). Young children from poor families are kept out of school because their families need additional income that they may generate. Some families are so poor such that they cannot afford to hire labour. Hence, such families may decide to use their children as laborers. However this affects mostly girls depending on the family status. Lack of economic alternatives in the labour market is a factor that influences girls to drop-out of school prematurely. Many girls perceive marriage as an escape from family poverty (Wamahiu, Opondo & Nyagah 1992). Girls sometimes offer to go and work as house helps so as to raise money for their brothers education (Wanjiru, 2007).

Furthermore the education in Kenya fails to address the, still parents have a responsibility of providing the pupils with learning materials and other resources (MOE, 2008).

Depending on the family financial level, the education of both boys and girls from poor households are disadvantaged. In those cultures where they belief it's wiser to invest in circumcision of girl child. It help in reduction of girl child enrollment in primary schools.

2.3.8 Gaps in the Literature Review

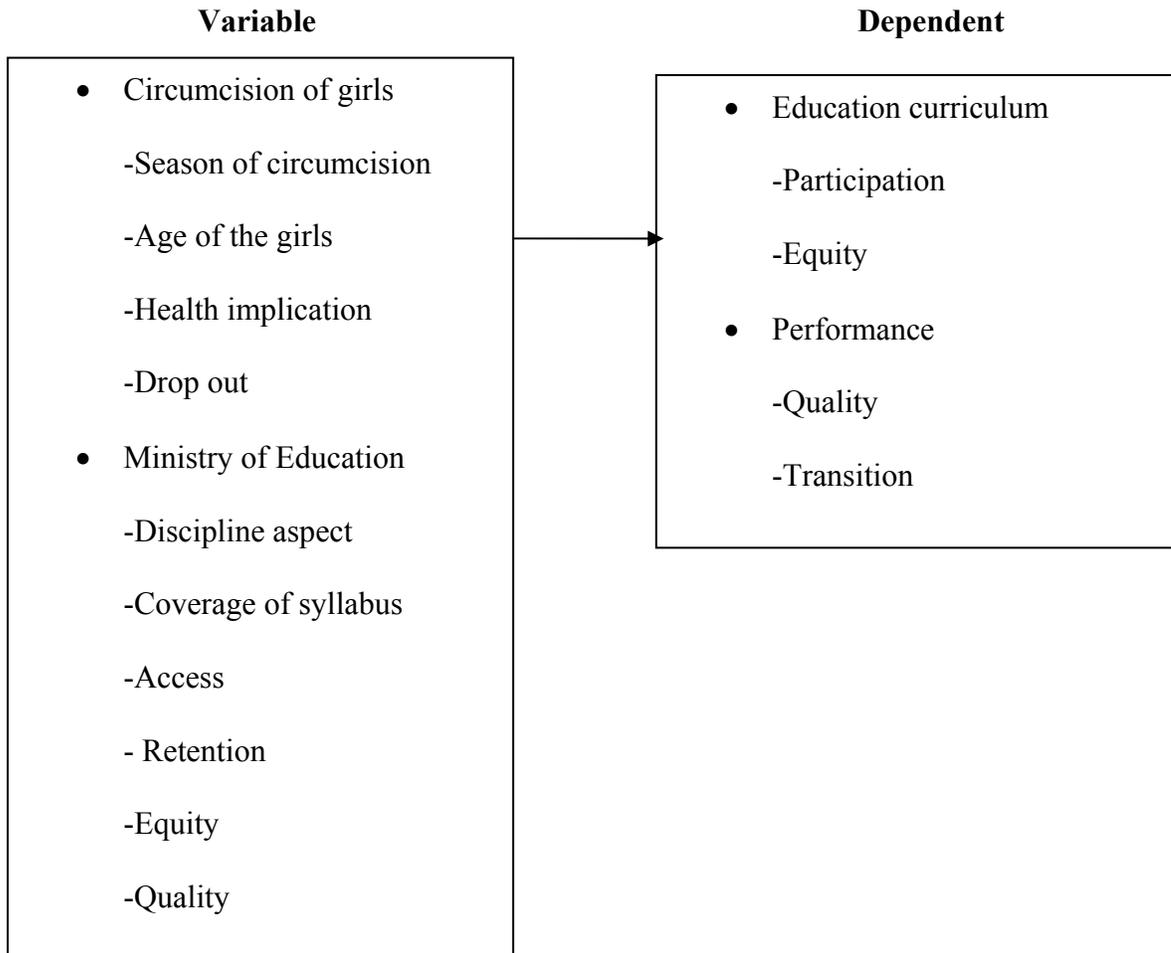
Literature review given in this document reveals that there are several factors that contribute to poor participation of girl child pupil within primary schools. Many communities in Africa prefer giving better and higher education to boys than girls particularly communities in the lower socio-economic class of people. Research studies that have been done show marked generalization and some weaknesses. The research study revealed the actual factors on the ground that contributes poor participation of girl child in primary education in relation to North Pokot District, West Pokot County.

2.3.9. Conceptual Framework

Figure 2.1 Conceptual Framework

The study does adopt the underneath conceptual framework that shows the interrelationship between the Circumcision as the independent variable and the education performance as the dependent variable with the ministry intervening.

Independent Variable



Independent Variable

In independent variable, we have circumcision of girls being an issue in the participation of girls in the schools.

The session in which circumcision takes place is in the session that the girls are supposed to be in schools learning.

The ages in which the circumcision is done, range from age 2yrs to 16yrs old. This is the period in which the girls are supposed to be in pre-school to primary. They get disturbed as they take long to settle down in school. The concentration becomes very low.

The health of the girl will never be the same in that they develop pain during the menstruation days and the many health challenges occur during their stay in school.

The challenges they face lead to drop out and some due to pressure from parents or friends get married.

In school, the circumcised girls change in behavior. They tend to feel superior to the other girls. This does not agree well with school management.

All the above does not allow the girls cover the syllabus well as stipulated in the syllabus time table. They get out and in school whenever they feel like.

Most girls do not get access to education in numbers like the boys do. You find most girls not access to primary education hence do not proceed to secondary education.

Quality education depends on the provision of materials, coverage of syllabus and participation in all the school activities. All this is not seen in the face of the girls who undergo circumcision.

Dependent Variable

In dependent variables, the circumcisions of the girls do affect the curriculum coverage in the sense that, the girls do not participate fully in the class activities.

The circumcised girls affect the other girls, hence frustrate them. All that makes them perform poorly in schools than the boys who attend schools well.

Due to poor performance in school, it leads to low transition to the next class.

The stake holders

The stakeholders here are the education officers who develop policies, curriculum and management of school programs. The parents contribute so much to the development of the children. If they continue with the bad cultures, they girls will continue with poor participation in the curriculum.

The teacher can be the best instrument of change in the community by sensitizing the parents and the students. All the stake holders have the teachers as centre persons of school curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The components of the methodology include the research design, study location, target population, sample and sampling procedure, research instruments, data collection procedures and how the data was analyzed.

3.2 Research Design

The study used descriptive survey research design. It is concerned with the relationships that exist, opinions that are held, procedure that is gained on the trends that are developed. It is primarily concerned with the present although it often considers the past (Best 1983) The survey research method has been chosen because it can gather large amount of data from many respondents in a convenient and time saving manner .It also allows for easy analysis and comparison of Responses. It also seeks to determine the reason or causes for the current status of a phenomenon under study, (Mugenda and Mugenda 1999). The study further established if some relationships exists between variables under study.

3.3. The study location

The research study was carried out in girls within primary schools in North Pokot District. The district is located to the North of West Pokot county in the Rift valley province, Kenya .A large proportion of the district is characterized by a rough terrain consisting of hills and mountains which are largely stony, It is a semi- arid, an area where

water is scarce . The district is predominantly inhabited by the Pokots who fall in the larger ethnic group of Kalenjins. Their main occupation is livestock rearing and to some extent they practice nomadic

3.4. Research population

The research population refers to an entire group of individuals having a common observable characteristic (Mugenda and Mugenda , 2003). Ideally a researcher would like to generalize the results of a study to entire population. The research populations for this study were head teachers, parents, education officer and the girls in and out off school.

Table 3.1: Target Population

Type of school	Number of schools	Schools to be sampled (30%)	Research population	Number of students in samples
Girls boarding school	5	2	400	80
Mixed day boarding school	6	2	200	40
Girls Rescue centre	1	1	150	30
Boys Boarding School	3	-	-	-
Total	15	5	750	150

3.5. Samples and sampling procedures

Since it is not possible to interview the total population of the above mentioned group , only a manageable representative sample of the whole population with the relevant characteristic was selected .(Mugenda and Mugenda, 2003). In North Pokot District, there are 150 primary schools. The technique that was used to select the schools that participated in the study was stratified random sampling. The head teachers and parents in the participating schools were selected by purposive sampling. The students were selected by simple random sampling to ensure each person in class six to eight had an equal chance of being included in the sample.

The main consideration in determining the sample size is to keep it manageable enough and valid data at an affordable cost in terms of resources including money time and human resource (Kerlinger 1986). Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. This means that the sample consisted of four selected school, and their respective head teachers as well as 150 students. The 20% of the target population of 750 respondents made a sample size of 150.

3.6 Research Instruments

A research instrument is a tool designed to measure the variables, characteristics of information of interest often a behavioral or psychological characteristics. Kelinger (1986) defines research instruments a

s the means by which data is obtained. The researcher collected data using the questionnaires. They are preferred because they can be used to gather data quickly from geographically dispersed sample population. They are also deemed appropriate as many respondents can be reached. (Borg and Gall 1983). They are economical in terms of time, effort and cost. The main disadvantage of questionnaire is that they are characterized by low rate of return of the dully filled in questionnaire when mailed. (Kerlinger, 1986)

3.6.1 Instrument Validity

This means that the research method produces information which is relevant to the topic. It actually measures what it is supposed to be measuring, Mutai (1999). Validity is thus the extent to which the differences found with measuring instruments reflect the differences among those being tested (Kothari, 2008). The type of validity in the instrument is content validity. In research, content validity refers to the degree to which the research instrument or tests measures what it should measure (Mugenda, 2003). In ensuring validity of the research instruments, the instruments were availed to educational research experts from Nairobi University. Their opinions were integrated in designing the main tool used in the study.

3.6.2 Instrument Reliability

Reliability is a measure of how consistent the results from a test are (Kombo and Thomp, 2009). Reliability is quantified if you administer a test to a subject twice and get the same score on secondary administration as on the first. To check for the reliability of the instruments a pilot study was conducted in two schools in neighboring, North Pokot

District. In this study the Cronbatch alpha coefficient was used. A reliability coefficient 0.74 and was obtained and considered acceptable.

3.7. Data Collection Procedure

The researcher first sought for a research permit from the National Council of Science and Technology (NCST) by first getting a research clearance letter from the department of Management and policy studies of Nairobi University and an introductory letter to Pokot North District Education office. The researcher went to schools on a date of appointment and administered the research instruments. In all the schools selected for study, about 30 percent of the girls were given questionnaire meant for students to fill. The process of data collection took two weeks.

3.8. Data analysis Techniques

Upon receiving the questionnaires from the respondents, data was tabulated, coded and processed. Descriptive and inferential statistical method was used to analyze and summarize the data. Computations requiring the use of frequencies, percentages and means were widely used in the analysis. The results of the study were then compared with literature review in order to determine the effect of girl child circumcision in their school participation especially within primary level.

3.9 Ethical considerations

According to Luey (2005), ethics are the norms for conduct that distinguishes between acceptable and unacceptable behavior. A number of ethical issues can arise during the

academic research, writing, and publishing process. These include plagiarism, fabrication or falsification of data, conflicts of interest, confidentiality, treatment of human subjects and animals in research, and authorship issues.

In this study, the following ethical considerations were made. First, before collecting data, the researcher obtained authority to conduct research from the National Council of Science and Technology. During data collection, respondents were informed of the purpose of the research and were required to give their consent to participate. The information obtained during the interview was collected with their approval. The respondents were assured of confidentiality and anonymity of the information they availed. The researcher acted with sincerity and strived for consistency of thought and action in the entire data collection process. Secondly, data was collected. Results, methods and procedures were also honestly reported where; there were no fabrications, falsifications or misrepresentation of data. Thirdly, the researcher strived to avoid bias in data analysis, data interpretation and other aspects of research where objectivity is required. Fourthly, the researcher avoided careless errors and negligence, critically examined the research work and kept good record of research activities. Lastly, the researcher ensured that there was confidentiality of information obtained from the respondents.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation, interpretation and discussion of the findings of this study. This chapter is divided into the following sections: General characteristics of the respondents; the effect of circumcision of girl's school participation.

4.2 General characteristics of the Respondents

The study was informed by teachers, parents and pupils who are critical in determining the challenges of circumcision faced by primary girls in the zones and particularly schools in North Pokot County. There were 312 respondents comprising of 12 head teachers and 300 parents. All the targeted respondents gave their responses in all questions asked. Respondents were asked to give general information regarding their background.

4.2.1 Gender and Age Distribution of Head Teacher Respondents

The head teacher respondents were asked to give their gender and age distribution. The response is as seen in table 4.1.

Table 4.1 Gender of Respondents * Age of Respondents Cross tabulation

Gender of Respondents		Age of Respondents					Total
		18-25 years	26-33 years	34-41 years	42-48 years	Above 49 years	
Male	Count	2	1	3	2	1	9
	% within Age of Respondents	66.7%	100.0%	75.0%	66.7%	100.0%	75.0%
	% of Total	16.7%	8.3%	25.0%	16.7%	8.3%	75.0%
Female	Count	1	0	1	1	0	3
	% within Age of Respondents	33.3%	.0%	25.0%	33.3%	.0%	25.0%
	% of Total	8.3%	.0%	8.3%	8.3%	.0%	25.0%
Total	Count	3	1	4	3	1	12
	% within Age of Respondents	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	25.0%	8.3%	33.3%	25.0%	8.3%	100.0%

From table 4.1 it is clear that majority of head teacher respondents were male at 75.0% while their female counterparts were 25.0%. This implies that the headship of primary schools in North pokot district was male dominated. Eshiwani (2003) says that the culture of male headship in schools is still rampant with many education stakeholders in rural schools preferring a male leader at the detriment of their female counterparts. This is of course unfortunate considering that the new educational leadership order demands equal opportunity for both gender.

On their ages, majority at 33.3% were 34-41 years, 25.0% for both those between 18-25 years and 42-48 years and finally 8.3% for 26-33 years and those above 49 years. This is an indication that majority of respondents were adequately exposed to the challenging issues of girls retention in FGM prone areas, having created the impression from their ages that they were mature enough to comprehend the issues involved. From the result it can further be seen that majority were middle aged implying that they had substantially lived to clearly see FGM reform in the public discourse to offer credible responses relevant for this study.

4.2.1 Gender and Age Distribution of parent Respondents

The parents were also asked to give their gender and age distribution. The result is as seen in table 4.2

Table 4.2 Gender of Parent Respondents * Age of Parent Respondents

Cross tabulation

Gender of Parent Responden		Age of Parent Respondents					Total
		18-25 years	26-33 years	34-41 years	42-48 years	Above 49 years	
Male	Count	37	18	23	10	4	92
	% within Age of Respondents	25.5%	26.5%	48.9%	34.5%	36.4%	30.7%
	% of Total	12.3%	6.0%	7.7%	3.3%	1.3%	30.7%
Female	Count	108	50	24	19	7	208
	% within Age of Respondents	74.5%	73.5%	51.1%	65.5%	63.6%	69.3%
	% of Total	36.0%	16.7%	8.0%	6.3%	2.3%	69.3%
Total	Count	145	68	47	29	11	300
	% within Age of Respondents	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	48.3%	22.7%	15.7%	9.7%	3.7%	100.0%

From table 4.2 it is clear that majority at 69.3% of parent respondents were female while only 30.7% were male. This indicates that the parent respondent was female dominated. This result is confirmed by Weinstein et al (2007) who argued that most parents available in a study in most rural settings are female parents. Moreover, they are able to, in this case, offer more reliable information since as women they are fully aware of the matter of FGM and are able to articulate keenly and correctly the status of their girl children dropping out, their engagement with early marriages and hygiene factors. Further, since they engage more with their girls and attend frequently school meetings. as opposed to their husbands, they somewhat understand the challenges faced by head teachers in the face of girls retention challenges by view of FGM.

4.2.3 Level of Education and Work Experience of Head Teachers

Education is important for the acquisition of necessary skills and competencies for proper work (Collins & Frankle, 2008). Further, the respondents had served for varied number of years at their work stations at varied positions in the selected schools. The result is as seen in Table 4.3.

Table 4.3 Working Experience * Level of Education Cross tabulation

Working Experience		Level of Education				Total
		Certificate	Diploma	Degree	Masters	
Less than a year	Count	0	2	0	0	2
	% within Level of Education	.0%	33.3%	.0%	.0%	16.7%
	% of Total	.0%	16.7%	.0%	.0%	16.7%
1-5 years	Count	0	0	2	0	2
	% within Level of Education	.0%	.0%	66.7%	.0%	16.7%
	% of Total	.0%	.0%	16.7%	.0%	16.7%
5-10 years	Count	1	2	0	0	3
	% within Level of Education	50.0%	33.3%	.0%	.0%	25.0%
	% of Total	8.3%	16.7%	.0%	.0%	25.0%
More than 10 years	Count	1	2	1	1	5
	% within Level of Education	50.0%	33.3%	33.3%	100.0%	41.7%
	% of Total	8.3%	16.7%	8.3%	8.3%	41.7%
Total	Count	2	6	3	1	12
	% within Level of Education	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	16.7%	50.0%	25.0%	8.3%	100.0%

From table 4.3 it is seen clearly that half of head teacher respondents at 50.0% were diploma holders, 25.0% were degree holders, 16.7% were certificate holders and only 8.3% were masters degree holders. This implies that there had been efforts by the respondents to further their studies. As a result the respondents who had Diploma and above were more knowledgeable compared to the others. More so, we can infer that the respondents had a quest to further their studies and therefore become more suitable to the changing requirements of the job market. Moreover, the fact that majority of the respondents had diploma qualification and above implies that they were qualified to reliably answer questions about challenges of retention faced by primary school head teachers in female genital mutilation prone zones and particularly schools in North Pokot in Pokot County.

On work experience, 41.7% had worked for more than 10 years, 25.0% had worked for between 5-10 years, 16.7% had worked for between 1-5 years and another 16.7% had worked for less than a year. This implies that majority of respondents were fairly experienced. The level of experience indicated above is significant because Hallinger and Heck (2006) argue that the credibility of the information gathered in any study is informed by the many years of the respondents' service to the organization. The experience proves the validity and reliability of the information obtained. Their skills, knowledge and expertise had been tested for a long period hence their perception on the matter under study had been influenced by their experience. From the table you would

notice that the respondents seeking higher education was proportionate with the number of years worked, basically, implying a need to improve on education as years go by.

4.2.4 Level of Education of Parents

The level of education of parents was an important factor to consider. The results are as seen in figure 4.1

Figure 4.1 Level of Education of Parents

Ac. Level/ No of parents	NONE	KCPE	KCSE	CERT.	DIP.	DEGREE<
0-9				11.0%	7.7%	4.3%
10-19	19.7%					
20-29			27.0%			
30-40 <		30.3%				

From Figure 4.1 it is shown that majority at 30.3% were KCPE holders, 27.0% were KCSE holders, 19.7% had no certificate hence uneducated, 11.0% were certificate holders, 7.7% were diploma holders and only 4.3% were degree holders. This indicates that majority of respondents had not engaged in tertiary or higher education, preferring to stop mainly at high school. Allen & Meyer (2009), had argued that the unfortunate bit is that when parents are less educated they either insist on the importance of education telling their children to work harder at school to consequently be more successful than

they have been or they, as low level educated as they are, drag their children down, being conduits of their children dropping out. They further hold on to traditions and cultures like FGM which affect their children’s schooling.

4.2.5 Number of Girl Child in Primary School

The respondents were asked about the number of girl child they had in school. See figure 4.2 for the results

Figure 4.2: Number of Girl Child in Primary School

NO. OF GIRLS IN PRIMARY	NO.PER CLASS	%
1	30	27.3%
1-4	49	47.0%
5-9	20	21.7%
10 <	5	4.0%

From figure 4.2 it is clear that 47.0% had between 1-5 girl children in primary school, 27.3% had only one girl child, 21.7% had 5-10 children and 4.0% had more than 10. This indicates that many parents had a substantial number of girl child in school. This confirms literature by Fatuma and Sifuna (2008) who argued that in most rural households, parents sired a considerably high number of children and girls are particularly viewed as investments by parents, when dowry is considered.

4.2.6 Class of Children

The respondents were then asked at what class were their children. Figure 4.3 shows the result

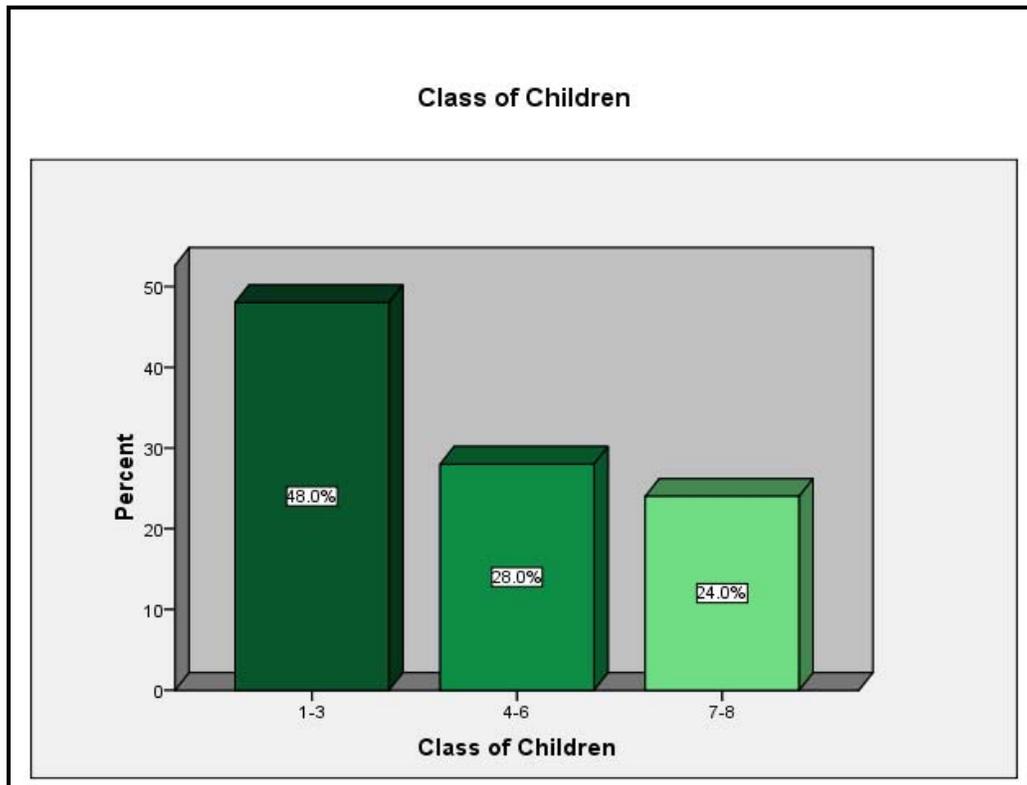


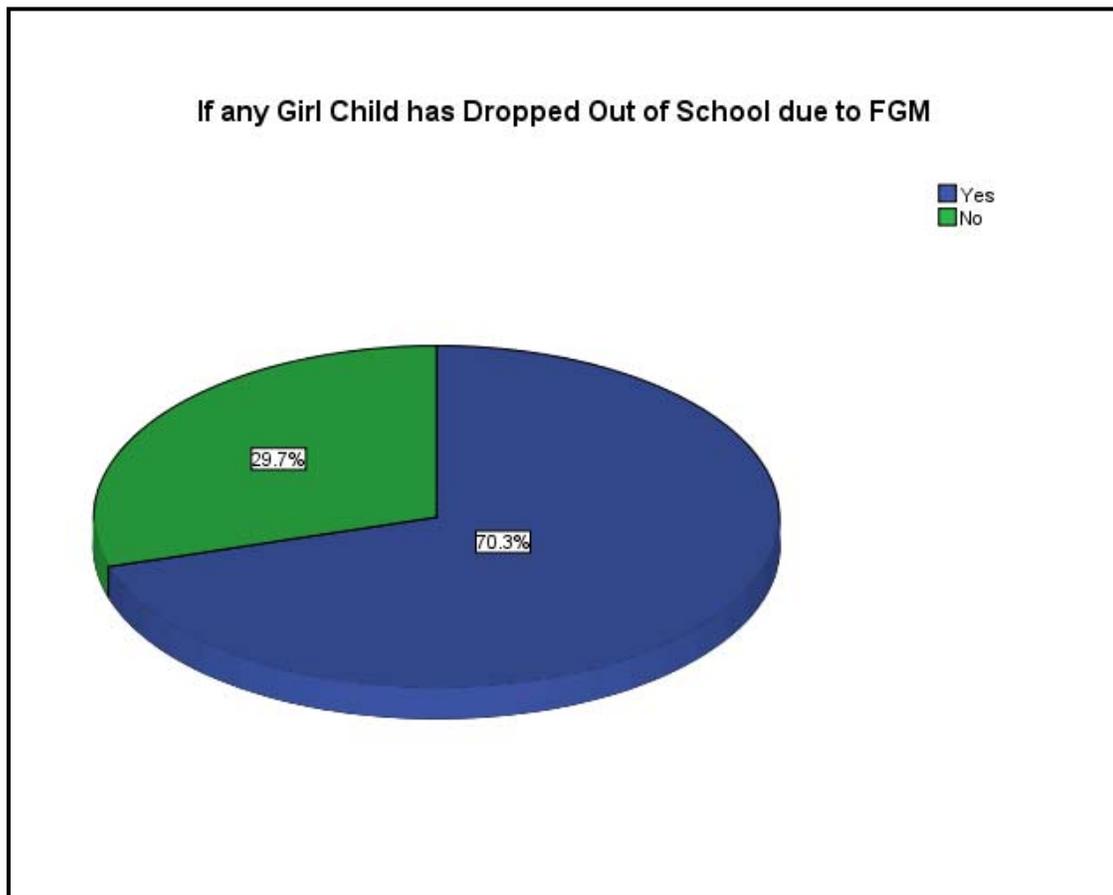
Figure 4.3: Class of Children

Figure 4.3 it is shown that 48.0% had children between classes 1-3, 28.0% had them between classes 4-6 and 24.0% had girl children between classes 7-8. This indicates that majority of parents had girl children at the lower levels of primary school education. This further gives an indication supporting Weinstein et al (2007) assertion that in places where FGM was rampant, it mainly, specifically affected girls in the higher levels of education who consequently went on to early marriages.

4.2.6 Dropping out of School Due to FGM

Consequently, the respondents were asked if they had girls who had dropped out of school due to FGM related issues. The result is as seen in figure 4

Figure 4.4: If any Girl Child has dropped Out of School Due to FGM



From table 4.4 it is clear that majority at 70.3% admitted to having girls under their charge drop out of school because of FGM related issues. Only 29.7% had not. This indicates that FGM related issues were a major detriment to school retention by girls and consequently became a challenge faced by both parent and teachers. This is confirmed by

DEO reports (2009) that show that in 2009 at Nawiyapong primary school an indication of drop out by 40% of the girls in classes six to eight had been noted. In Konyao mixed primary low enrolment was noted in the year 2010, other schools like Kodich, Kadongo and Kasei primary schools early marriages were noted and all these posed as part of the challenges faced by the head teachers.

Table 4.5 Effect of low enrolment challenge on retention of girls in FGM prone zones

Challenges	Agree		Undecided		Disagree		Total	
	No.	%	No.	%	No	%	No	TT%
There is averagely low enrolment of girls circumcised	201	64.4%	17	5.4%	94	30.1%	312	100%
Low enrolment is a challenge to head teachers as it provokes underutilization of available resources	198	63.5%	18	5.8%	96	30.8%	312	100%
There are motivating and awareness of the importance of education as a measure to spur enrolment	191	61.2%	21	6.7%	100	32.1%	312	100%
Those measures have so far failed	192	61.5%	18	5.8%	102	32.7%	312	100%
Low enrolment associated with FGM negatively affect retention and poses a major challenge to head teachers	206	66.0%	18	5.8%	88	28.2%	312	100%

From Table 4.5 it is clear that majority at 64.4% agreed that there was averagely low enrolment of girls circumcise. Only 30.1% disagreed and 5.4% were undecided. This implies that respondents were of the view that low enrolment in North Pokot was low. Allen & Meyer (2009), had argued that low enrolment was an obvious consequence in FGM prone zones since the act deprived its victims of comfort and drove them to early marriages among other issues.

On whether low enrolment was a challenge to head teachers as it provoked underutilization of available resources, 63.5% agreed, 30.8% disagreed and 5.8% were undecided. This implies that there was underutilization of resources due to low enrolment. Such a situation was envisioned by the arguments put forward by Wanyoike (2003) who said that the government normally offers schools with necessary and sufficient resources to aid in effective learning. This is particularly made poignant by the presence of FPE. However, when you have few people missing you then have a situation where resources available are left unfortunately idle.

On whether there were motivating and awareness of the importance of education as a measure to spur enrolment, 61.2% agreed, 32.1% disagreed and 6.7% were undecided. This implies that there were motivating and awareness programs in the form of seminars, workshops and other meetings to help spur pupil enrolment. Such measures are necessary as it becomes part of the brief that head teachers hold; to ensure that programs are set up to promote education via enrolment of pupils. When asked if those measures had so far failed, 61.2% agreed, 32.7% disagreed and 5.8% were undecided. This further implies that although there were measures, such measures failed, further compounding the challenges faced by head teachers in FGM prone zones.

Table 4.6 Effect of hygiene factor challenge on retention of girls in FGM prone zones

CHALLENGES	Agree		Disagree		Undecided		Total	
	No.	%	No.	%	No.	%	No.	%
Certain diseases, associated with FGM, are borne by girls in the school	180	57.7%	43	13.8%	89	28.5%	312	100%
The diseases have made it difficult to retain girls in school	185	59.3%	38	12.1%	89	28.5%	312	100%
Due to lack of health resources, such a challenge has gone on unabated	179	57.4%	43	13.8%	90	28.8%	312	100%
Many girls have dropped out due to FGM related hygiene factors	186	59.6%	45	14.4%	81	26.0%	312	100%
Measures set out to help have failed	183	58.7%	45	14.4%	84	26.9%	312	100%
Generally, hygiene factors that are FGM related negatively affect retention and poses a major challenge to H/T	183	58.7%	37	11.9%	92	29.5%	312	100%

From table 4.6 it is clear that majority at 57.7% agreed with the assertion that certain diseases, associated with FGM, were borne by girls in the school. Only 28.5% disagreed and 13.8% were undecided. This implies that there were hygiene factors that were associated with girls who had undergone FGM. The element of hygiene factors has been

considered by Weinstein et al (2007) among others, who have mentioned that such diseases become a problem for school going girls.

When asked if the diseases had made it difficult to retain girls in school, 59.3% agreed, 28.5% disagreed and 12.1% were undecided. This implies that there was a correlation between hygiene factors borne out of FGM and girls retention in schools. This correlation has been agreed to by Douglas (2003) and Cianci et al (2003) who noted that hygiene factors derived from FGM either made schools incur additional costs to help in school sanatoriums or girls were forced to stay away from school for extended periods in an effort to nurse such infections. The second part, in an interview with the zonal education officer and sub-chief was confirmed, when they said that girls left school to nurse their wounds and infections or run away from stigmatization. ale pupils in primary. The table below shows s the categories of schools which were considered for the

Finally, when asked if low enrolment associated with FGM negatively affected retention and posed a major challenge to head teachers, 66.0% agreed, 28.2% disagreed and 5.8% were undecided. This implies that low enrolment associated with FGM negatively affected retention and posed a major challenge to head teachers. Fatuma and Sifuna (2006) argued that school enrolment and its attending retention is of importance to the education calendar of Kenya. When the circle is broken many other problems become part of the issues and as such should not be entertained.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Girl child circumcision and education in North Pokot district is intertwined due to the fact that the community values the two. However due cultural demands on the girl by extension the woman one has to suffer due to the other. The Moment a girl undergoes circumcision she is expected to change her status from that of a pupil to an adult ready to assume role of a wife and subsequently a mother. It is on this conviction that this study aimed at establishing to what extent circumcision has affected educational performance of girls in general. This study is aware that there are other underlying factors affecting education equally but mostly convinced that circumcision was the only key factor in the decimal performance of girls in school participation and especially at primary level.

5.2.1SUMMARY OF MAJOR FINDINGS

1. High number of pupils at ECD is an indicator that on overall the community value education
2. Educational levels for boys is higher than that of girls in North Pokot District. There is evidence of good enrolment in ECD and primary schools but poor transition rate to secondary education. In the case of girls there is high dropout in upper primary classes leading near zero completion.
3. Secondary enrolment in North Pokot is decimal compared to enrolment in either ECD or primary schools. While the global enrolment rate reached 70% in 2010, up from

- only 43% in 1970, enrollment is still below 40% in sub-Saharan Africa (UNESCO 2012). North Pokot district is far from reaching this figure.
4. The calendar of FGM comes during school session making girls be out of school when others continue with learning hence low school attendance
 5. The pressure from the parents peers and teachers contribute so much to the drop out of the girls from schools
 6. It was also noted that the discipline of the circumcised girls tend to affect their learning for they tend to underrate the teachers and the girls who have not undergone FGM
 7. Girl child circumcision plays no significant role in woman's life but done to satisfy man's ego.
 8. Though circumcision is outlawed it is still rampant in North Pokot mostly done in secret
 9. There are other factors other than Girl child circumcision affect education in North Pokot District as evidenced by poor enrolments for boys
 10. There are efforts to stem circumcision of girls on the ground and are recording some successes
 11. More women in teaching career have either certificate or diploma in education thus a good medium to bring change
 12. College population for the district is too small to make an impact in society facing myriad of problems

13. Girl child circumcision though outlawed is still thriving in the community. However there are efforts to popularize alternative rite of passage for girls as they get initiated to adulthood

5.2.2.ANSWERS TO RESEARCH QUESTIONS/INSTRUMENTS OF HYPOTHESIS

Circumcision among girls is a key factor responsible for decimal performance of girls in Primary Education Curriculum

- 1) Girl child circumcision though rampant among Pokot community serves no purpose for the women but only to satisfy the male ego
- 2) There exists initiatives to curb circumcision though it is early to see major success
- 3) Circumcision has no positive role in education but only serves to remove girls from school since it initiates them into adulthood ready to take up motherly roles and responsibilities

5.3.CONCLUSIONS

Evidence has shown that many children are leaving primary school without basic literacy and numeracy, and those who do make it to secondary school are often unprepared for the higher levels of learning required. Secondary school education is measurably associated with positive effects on health, well-being, and productivity (Alvarez 2003). For girls, research shows that those with more years of education marry later (Ozier 2010), have smaller families (Schultz 2002), and survive childbirth at higher rates (McAlister and Baskett 2006). They experience reduced incidences of HIV/AIDS (Hargreaves et al.

2008), earn more (Psacharopoulos and Patrinos 2004), and live in societies with higher national rates of economic growth. However this not the case in North Pokot District as circumcision tends to deny the girls all these opportunities but instead lead them to a life full of health complication and poverty

However this can be reversed with proper strategies that aims at changing community perceptions, borrow heavily on education passed on in the current rite of passage to inform alternative rite of passage devoid of circumcision to be advocated. At the same time design interventions that will address other factors responsible for poor educational standards in the district. There is need also to increase number of secondary schools so that the increased numbers of pupils transiting have an opportunity to proceed without a hitch.

5.4. RECOMMENDATIONS

- 1) Education practitioners should put in place mechanisms that can ensure that pupils are accounted for while in school at all times. This is to ensure that girls are able to access education uninterrupted and their safety is assured. In case of a school dropout the reason for truancy can be ascertained and remedied bearing in mind that female circumcision is outlawed and government is offering free and compulsory primary education
- 2) Initiatives to popularize alternative rites of passage are much needed to give North Pokot community an avenue to initiate their girls to adulthood without disrupting their education and at the same maintaining healthy cultural heritage

- 3) Awareness campaign on the dangers brought by circumcision should be increased especially among whom circumcision is performed for their selfish gains
- 4) County government should prioritize education as of now the community cannot effectively participate in county decision making process.
- 5) County government should take cognizant that pastoralist being practiced now cannot be sustained but diversification is the key to poverty reduction. This will ensure that community members have a surplus to take care of themselves and take their children to school to any level

5.5 SUGGESTIONS FOR FURTHER STUDY

1. This study wishes to recommend a study on the alternative rite of passage in order to enrich it and broaden it to taken into considerations conservation of good, culture and enhance good community values. This study would provide meaningful insights that can be shared with circumcision advocates and still maintain community harmony
2. Evaluate school performance and draw lessons and best practices borrowing heavily from success stories from other communities

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www.westfm.co.ke

APPENDIX I: INFORMED CONSENT LETTER

UNIVERSITY OF NAIROBI,

Department of Education, Extra Mural Studies
University of Nairobi
Nairobi,

Dear participant,

.....

RE: PARTICIPATION IN MY STUDY.

I am a master's student pursuing master in project planning and management at the University of Nairobi. I am currently conducting research for Master's Degree proposal on effects of circumcision on girl child participation in education within North Pokot District, West Pokot County.

I kindly request you to participate in my study and your responses to the items in the questionnaire will be treated with outmost confidentiality, and will not be used for any other purposes except this study. You may also request the research to inform you about the findings of this study. Thank you very much for accepting to participate in this study.

Yours faithfully,

DINAH HELLEN CHEBITWEY

REG.NO: L50/65201/2011

Appendix II: Questionnaire for Head teachers

Instructions

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick (✓) or filling in the empty spaces. You can put as many ticks as you think appropriate.
3. Please answer all questions in the questionnaire.
4. The information you give will be treated with a lot of confidentiality.

Introduction

The purpose of the questionnaire is to investigate effects of circumcision on girl child participation in education (primary schools) within North Pokot District, West Pokot county.

Please, be as honest as possible as you respond to the questions in the questionnaire.

Section A

Background Information

1. Give the name of your school

.....

2. Indicate the type of your school by putting a tick against your right choice

Girls boarding Mixed day and boarding Girls rescue centre

3. Does circumcision cause diseases?

yes No

4. Do these diseases cause girls to stay home away from school?

yes No

5. Do these problems continue to affect their performance in school

yes No

6. Which measures has the school initiated to improve girls' hygiene and health.....

.....

.....

Thank you for your co-operation

God Bless You.

Appendix III: Questionnaire for girls who have undergone circumcision and those who have not

Instructions

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick (✓) or filling in the empty spaces. You can put as many ticks as you think appropriate.
3. Please answer all questions in the questionnaire.
4. The information you give was treated as confidential between you and the researcher only. Nobody will have access to it.

Introduction

The purpose of the questionnaire is to investigate factors influencing the girl child participation in primary education in relation to circumcision. Respond to the questions in the questionnaire by putting a tick (✓) or by filling the empty spaces. You should note that all answers you give are correct according to your opinion/ judgment.

This questionnaire is divided into two sections. Section A contains questions about the background of the school. Section B contains questions about the pupils.

Section A

1. Name of the school
2. Indicate the type of your school by putting a tick (✓) against your right choice(s).
 Girls Boarding primary Mixed Day and primary school Girls rescue centre
3. What is your age? 13-15 years 16-18 years

Section B; Issues related to girl child drop out before completing primary school

4. a) Are the present girls in your class the same number as the rest in other classes 5-8

Yes

No

b) If the number decreased, what caused the decrease?

Pregnancy

Lack of school fees

Early Marriages

Circumcision

5.If you always use public means (matatu), are there occasions when you do not get bus fare?

Yes

No

6.What do girls who drop out after primary school do?

Get married

Become housemaids

Work in farms

7. In your opinion, what do you think should be done to;

(a) reduce incidents of girls dropping before primary school?

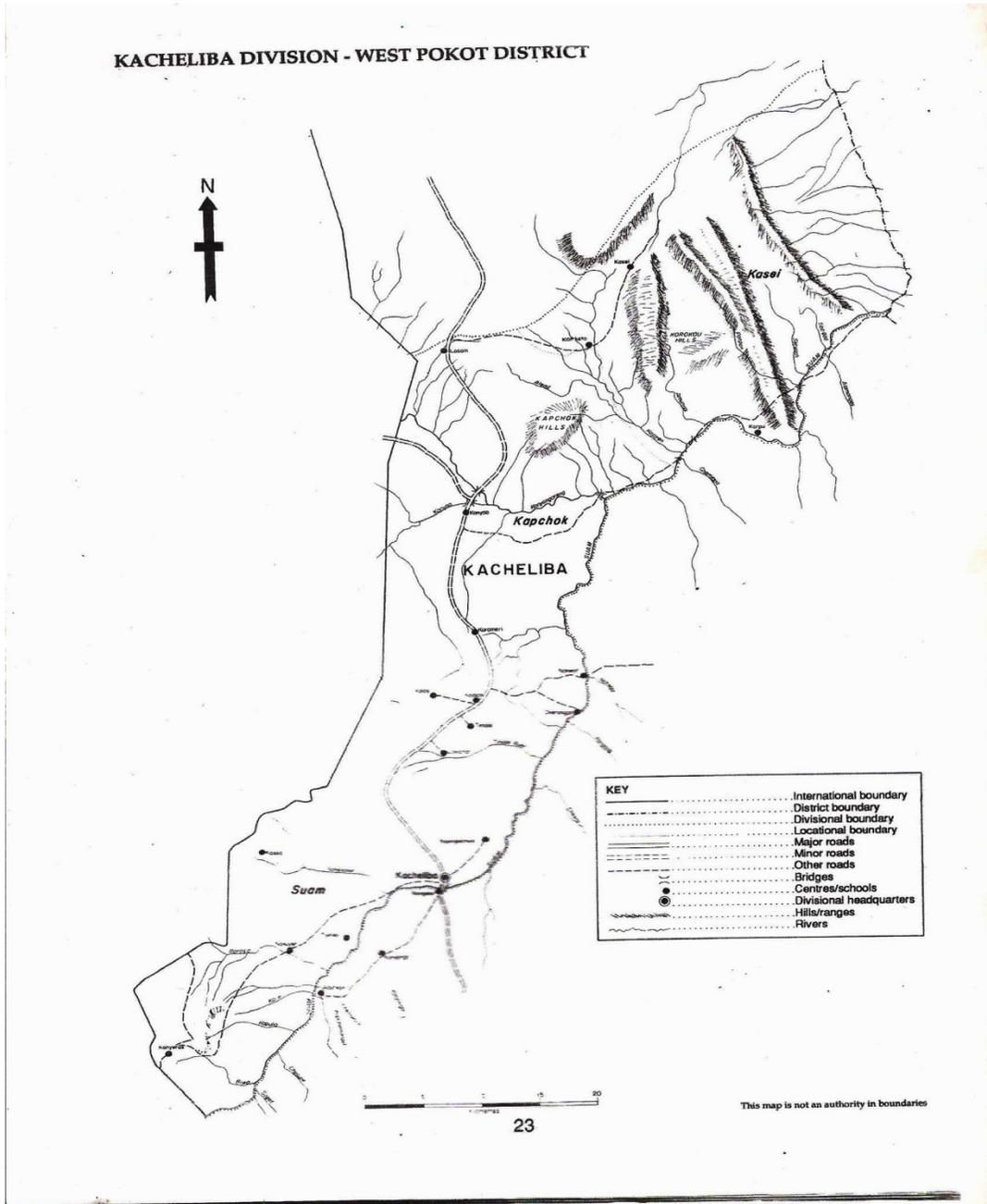
i)

ii)

iii).....

Thank you for your co-operation, God Bless You

APENDIX; VI- NORTH POKOT DISTRICT (formally Kacheliba division)



APPENDIX. VII

Source: Ministry of Education Science and Technology

Table 1.1: Enrollment of boys and girls in std 8 in North Pokot District West Pokot County.

Zone	Gender	2008	2009	2010	2011
		Std 8	Std 8	Std 8	Std 8
KACHELIBA	Boys	66	127	130	134
	Girls	69	93	95	112
KASEI	Boys	154	112	100	113
	Girls	38	41	39	84
ALALE	Boys	71	103	118	128
	Girls	29	52	57	96
TOTAL		427	528	539	667

3.1 Below shows the categories of schools which were considered for the study ;

1- KACHELIBA GIRLS 2- KODICH BOARDING 3- KASEI PR. 4- KAMKETO

PR.

5-ALALE GIRLS, AND 6-KAMERIS PR.

APPENDIX: VIII

Table 3.3: Data Analysis Table

Objective	Independent variable	Dependent variable	Analytical tool
To determine the influence of cultural practices on girl child participation in education	Cultural practices -Family set up and beliefs -Initiation -Early marriage	School participation	Frequencies, percentages, means and test
To determine the influence of economic status on circumcision in girl child performance.	Economic factors	School Participation	Frequencies, percentages and means
To determine the influence of attitude of parents on girl child education	Attitude of parents	School Participation	Frequencies, percentages and means
To determine the influence of gender roles on Education standards	Gender roles	School Participation	Frequencies, percentages, means and test