EFFECTS OF EARLY MARRIAGE ON GIRL CHILD EDUCATION
A CASE STUDY OF MANARET LOCATION, SOTIK DISTRICT

BY
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BAE/10050/81/DF

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IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELOR OF ARTS WITH EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY.

DECEMBER 2011
DECLARATION

I, the undersigned, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistence.

Yegon Shadrack

Signature : 

Date : 
APPROVAL

This Report has been under my supervision as a university supervisor.

MS. OKETCH

Signature : [Signature]
Date : 5/12/2011
DEDICATION

This work is affectionately dedicated to my beloved parents Mr. and Mrs. Andrew Koech who always live to see the progress of the seed they had sown and also my brothers and sisters who fully took their prayers and social motivation throughout my course. Without forgetting, I would also like to recognize my relatives and the family of Mr. and Mrs. Alex, John, Philip, Sally Koech and my uncles including Samuel, Joseph, Joel, Kenneth, and Leonard with my neighbors for their unified support both financial and moral. Last to my friends, Tallam, Elijah, Edwind, Nyaosi Nicholus and Philomena for their advice and support during my course study. I honour you

Special recognition also goes to Jeannette Bayisenge for providing me with much needed information critical for this research.
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I wish to thank my family for their love, financial support and inspiration during my stay in Kampala International University (K.I.U).

Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

God Bless You All
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ABSRACT

This paper explores the issue of early marriage in Kenya. It shed light specifically on reason behind its perceptions, its harmful consequences, a barrier to education and enjoyment of girls' human rights and how it further threatens the development of the county. The finding from an extensive reading of materials related to early marriage suggest that early marriage is due to various factors including among others. The search for economic survival, protection of young girls, peer group and family pressure, controlling female behavior and sexuality, wars and civil conflicts and socio-cultural and religious values.

The study employed as descriptive study design with triangulation of both quantitative and qualitative methods of data collection and analysis. The qualitative methods, involved, in-depth interviews with key informants, observation, documentation, and focused group discussions. The quantitative methods involved were the use of questionnaires; a total sample of population of 80 girls and boys were reached for its study.

In conclusive remarks, in my study in Manoret location. It was clear from the onset that certain conditions are important in curbing early marriage on girl child, assisting victims of past and present of early marriage and incorporating the stakeholders in sensitizing people about the impact of early marriage.

The recommendations in terms of measures to combat EMGCE including the need for early marriage legislating, strengthening community network, transformation of socio-cultural norms, getting men involved in activities for combating this common disease of early marriage on girl child, all this is aimed at improving the status of girl child within the society and enable them participate meaningfully in the development.
CHAPTER ONE
INTRODUCTION

1.1 Background

Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life. Sadly, the practice of early marriage gives no such cause for celebration. All too often, the imposition of a marriage partner upon a child means that a girl or boy’s childhoods is cut short and their fundamental rights are compromised. According to United Nations children education fund, 2001, Young girls are robbed of their youth and required to take on roles for which they are not psychologically or physically prepared. Many have no choice about the timing of marriage or their partner. Some are forced into marriages, while others are too young to make an informed decision. Premature marriage deprives them of the opportunity for personal development as well as their rights to full reproductive health and wellbeing, education, and participation in civic life.

According to UNICEF (2001, 40 percent and 49 percent of girls under 19 in central and west Africa respectively are married compared to 27 percent in east Africa and 20 percent in northern and south Africa. This kind of violation of girl child rights manifests through rape, sexual assault, torture including exposure to prostitution, all of which have perpetuated the stereo-typing of education that denies human dignity of the individual and the subsequent human development (Galle and Patrick Cole 1990). An estimation of 1.2 million of girls in East Africa are abused and in Kenya 400,000 cases of girl child abuse have been reported 6 years ago, according to nation children on abuse and neglect (1997).

It also suffices to note that girls are more involved in most of the rural chores and this necessitates them to be looked down upon (Kasente 1989). Reducing poverty and uplifting their status calls for recognition of their contribution to development, now that 70% are the country side, illiterate and above all in the rural and peril-urban areas like Sotik.

The promotion of universal primary education and gender equality by 2015 is enshrined in the millennium development goals (MDGs) on which several countries including Kenya are focusing their development attention. Article 14 of the United Nations convention on elimination of early marriage, lays greater emphasis on the protection to the girl child and appropriate
measure states parties should take in order to address the accruing challenges. (Asmail, KC (2003), UNICEF report).

The study therefore, proposes to analyze and document the impact of early marriage on girl child education in Manaret location Sotik district. Better still to highlight the pertinent issues that perpetuate early marriage in societies and suggests probably intervention scheme that can be employed to redeem the situation (Irvin 27th October Nairobi report).

1.2 Statement of the Problem

From the extensive reading of published materials, textbooks, journals articles and magazines, consultation of different websites and found that a number of factors such as poverty, social cultural and religious norms, civil conflict, value of virginity and fears about marital sexual activity are the major factors that contribute to early marriage of girls in Kenya.

Early marriage is a violation of girls human rights as it deprives her from freedom, opportunity for personal development and other rights including health and wellbeing, education, and participation in civic life and also in developmental challenge for the growing burdens such as population pressure, health care costs and lost of opportunities of human development that society shoulders.

The above phenomenon is the one which has been in existence in Manaret location since time memorial and has affected the education status of girls, employment opportunities and has shown shadow cast on female population. Earlier studies have not addressed this precisely, and therefore, this studies wishes to capture the impact of early marriage on girl child education so as to pre-empty immediate actions for addressing it within the society.

Girls who have experienced early marriage causes threats to the developmental task of school adaptation and academic achievements, where it depicts in attention regulation, language skills and memory undermine the girls child’s ability to accomplish the central requirements of academic achievement and school adaptation, namely to encode, organize, recall and express understanding of new information.
1.3 Objectives of the study

1.3.1 General Objectives

The main purpose of this study is to examine the effect of early marriage on girl child education.

1.3.2 Specific Objectives

i) To examine the reason for early marriage

ii) To determine the effect of early marriage on girl child.

iii) To assess early marriage as challenge to development

1.4 Research Question

i. What are the reasons for early marriage on girl child?

ii. What are the consequences for early marriage on girl child education and other issues?

iii. What are the effects of early marriage on girl child education?

iv. What are the challenges concerning early marriage on development?

1.5 Scope of the Study

The study analyzes the impact of early marriage on girl child education. It is concern particularly policy on girl child education on the ground. The study thus is to investigate the impact of early marriage on girl child education.

The study was conducted in Manaret location, Sotik district Bomet County. Out of 7 sub locations forming Manaret location 4 of them were randomly selected were visited. The choice was based on resource constraints and availability of information and researchers experience of early marriage on girl child education. The study population composed of secondary student (girls) at least 16 years, girls drop out of school, local government officials, the police, local council chairpersons and opinion leaders.
The study also was based with the construction of Kenya human rights principles of international human rights law. This has been alarmed by various organizations that have been trying to voice and improve the status quo of girl child in the societies.

1.6 Significance of the study

The study is highly significant to the policy makers at both state and country because recommendations of the study from the basis for community development, policy formulation as well as viable options for strategy design which can be adopted in promoting girl child education and curbing early marriage in the societies.

The study is and its findings will be of great contribution to the knowledge based on a matter that has for long been regarded as a none issue, better still the findings will great impact towards sustained good life for families, communities, victims of early marriages. Most important it will provide an appointment of reference to the relevant authorities. Above all the study shall create impact, especially through enlightening girls in education system in the rural population of Manaret location.

Further, it gives more to the government and concerned bodies details on how early marriage constitute a violation of girls’ human rights. The last part is the conclusion that summaries the evidence and arguments developed throughout the research paper and provide some actions to be taken to deal with this challenging phenomenon.

1.7 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Processes</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td>Economic</td>
<td>Girl child education</td>
</tr>
<tr>
<td></td>
<td>Socio-cultural-locals norms</td>
<td>- Lack of personal development</td>
</tr>
<tr>
<td></td>
<td>Religious norms</td>
<td>- Poverty</td>
</tr>
<tr>
<td></td>
<td>ignorance</td>
<td>- Illiteracy</td>
</tr>
<tr>
<td></td>
<td>Psychological abuse</td>
<td>- Dependency</td>
</tr>
<tr>
<td></td>
<td>High maternal mortality</td>
<td>- Deprived freedom</td>
</tr>
</tbody>
</table>

- Rape
- Sexual assault
- Abuse of human dignity
- Early child birth
- Violation of human rights
- Psychological abuse
- High maternal mortality

4
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter is concerned with the theoretical overview of early marriage on girl child education concept of early marriage, concept of education, concept of girl child, effects of early marriage.

2.1 Introduction to literature review

According to UNICEF 2005; forum on marriage and the rights of women and girl (2001) “early marriage” used to refer to both formal marriages and informal unions in which a girl lives with a partner as if married before 18. For UNIFPA (2006) early marriage, also known as child marriage is defined as any marriage carried out below the age of 18 years, before the girl is physically, physiologically and psychologically ready to shoulder the responsibilities of marriage and either one or both spouses being children and may take place or without formal registration and under civil, religious or customary laws.

The convention on the elimination of All Forms of Discrimination against Women (CEDAW), most comprehensive international bill of rights for women, states that any Marriage of a child should not have any legal status. The committee that monitors this convention states further in general recommendation 21 (Article 16(2) has the minimum age for marriage for both male and female should be 18 years, the age activists.

When “they have attained full maturity and capacity to act”, some scholars and activists argue that instead of looking for a universal age at which girls and boys should not marry. The focus should be put instead on eliminating the unwanted effects of early rights resources, http://www.law-lib.utoronto.ca/Diana/index.htm)

Girl child is a biological female offspring from birth to 18 years of age. The period covers the crèche, nursery or early childhood (0-5 years), primary, (6-12 years) and secondary (12-18 years) under this period, the young girls are totally under care of the adult who may be the totally under care of the adult who may be the parents or guardians.
During this period, the girl cab be easily influenced or changed by other people, build and develops her personally and character. Her physical, mental, social, spiritual and emotional development starts and progress to get the peak at young adult age.

In world dictionary, education is the process of providing information to an inexperienced person to help him/her to develop physically, mentally, socially, economically, emotionally and politically.

According to Ochio (2005), education is the process which individuals are made functional members of the society it is the process through which young girls acquire knowledge and realizes their potentialities and uses them for self actualization.

2.2 Concept of early marriage

According to working group (2000), UNICEF (2001), Mathur et al. (2003) early marriage contributes to a series of negative consequences both for young girls and the society in which they live. It is a violation of human rights in general and of girls in particular for both girls and boys, early marriage has profound physical intellectual psychological and emotional impact; cutting off educational and employment opportunities and chances of personal growth. In this study more emphasis is given to girls as this is an issue that impact upon girls in far larger numbers and with more intensity.

Concerning consequences UNICEF (2002) argues that it is not only girls that pay for early marriage but also the society as a whole. Population pressure health care costs and lost opportunities of human development are just few of the growing burdens that society shoulders because of teenage pregnancies. Bunch (2005) make it clear that the widespread practice of child marriage makes it increasingly difficult for families to escape poverty in the developing world, thereby undermining critical international efforts to fight poverty, HIV/AIDS and other development challenges.

Context conceptual of early marriage in Kenya

While more women are now marrying at later ages, in many regions early marriage remains the norm.
Overall 20-50 percent of women in Kenya are married by the age of 18, with the highest percentage in Rift valley regions demographic health survey carried out by ministry of planning in (2003) revealed that, Kenya women in general marry at a much earlier age, the leading to early pregnancies. This is survey carried out in some part of Kenya offer alarming example in Rift valley for example 1998 health and Demographic Survey (HDS), 48% of women aged between 20 and 24 were married before the age of 15 and 87% before the age of 18. A total of 52% had also had a child before age of 18.

The following table shows the data about women ages 20 to 24 married by 18years old.

**Table 1: Women ages 20 and 24 married by 18years old.**

<table>
<thead>
<tr>
<th>Region</th>
<th>Child marriage prevalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rift Valley</td>
<td>78%</td>
</tr>
<tr>
<td>North Eastern</td>
<td>75%</td>
</tr>
<tr>
<td>Nyanza</td>
<td>65%</td>
</tr>
<tr>
<td>Eastern</td>
<td>65%</td>
</tr>
<tr>
<td>Western</td>
<td>64%</td>
</tr>
<tr>
<td>Coast</td>
<td>63%</td>
</tr>
<tr>
<td>Central</td>
<td>57%</td>
</tr>
<tr>
<td>Nairobi</td>
<td>47%</td>
</tr>
</tbody>
</table>

*Source: Demographic Health survey (DHS) data from 2000 to 2005*

The table above shows that in Kenya there are regions with very high rates of early marriage such as Rift Valley (78% percent) North Eastern (75%), Nyanza(65%), other parts like central are almost moderate(57%), while Nairobi has fairly small percentage of young girls who marry early (47 percent), Irvin. (2005)

**Reasons for early marriage in Kenya**

The factors which are presented below are not particularly of Kenya because they seem to be almost the same all over Africa with very few differences due to cultures.
2.3.1 Economic survival strategies

Poverty is one of the major factors under printing early marriage. Where poverty is high, a young girl may be regarded as an economic burden where one less daughter is one less mouth to feed.

According to UNICEF (2001) forum on marriage and the rights of women and girls (2001), Mathur (2003) and Nour (2006) parents encourage the marriage of their daughters while they are still children in hope that the marriage will benefit both financially and socially, while also relieving financial burdens on the family. To marriage to a much order sometimes even elderly-man practice common in some societies.

In traditional society in Maranet, Sotik district the bride’s family may receive cattle from the groom’s family as the bride practice for their daughter UNICEF (2001). The following case of a Zimbabwean girl is one of many cases of girls who are married off at a very young age due to economic constraints. In August 2001 a ten- year-old girl in Zimbabwe was reported in a local newspaper as having been sold to be a wife to a 40-year old man in order for the family to obtain money for food. She was sold for $2000 Zim that is us$7. This sum would perhaps have bought two sacks of maize. The previous wife of the man the child was to marry had died of AIDS (Forum on marriage and the right of women and girls 2001:8)

In traditional societies-where infant mortality was very high and survival depends on a family’s ability to produce its own food or goods for sales- child marriage helped to maximize the number of pregnancies and ensure enough surviving children to meet household labor needs (Mathur 2003) additionally, families tend to marry off girls at the same time to help reduce the burden of high marriage ceremony expenses.

2.3.2 Socio-cultural and religious values

In communities where child marriage is prevalent, there is strong social pressure on families to conform. Failure to conform can often result in ridicule, disapproval or family shame. Invariably, local perception on the ideal age for marriage, the desire for submissive wives, extended family patterns and other customary requirements are all enshrined in local customs or religious norms in many contexts child marriage is legitimized by patriarchy and related family structures, which ensure that marriage transfers a father’s role over his girl child to her future spouse. The
marriage of children in part of African is as a means of consolidating powerful relations between families, for sealing deals over land or other property or even for settling disputes. (UNIFPA, 2006)

The strong religious message also ensure the views that marrying early is best as supported by the following views of one priest representing Ethiopians orthodox church. He argues that “these days with western ideas spreads everywhere; girls stay unmarried as late as 30. It is very scientific and modern but in our church it is prohibited. Such girls are neither clean nor blessed.” Barnet et al (1998).

2.3 Value of virginity and protection of young girls

Early marriage is one way to ensure that the wife is protected or placed firmly under male control; that she bears are legitimate, (UNICEF 2001; Mathur, 2003). On the other hand, for many societies that prize virginity before marriage, early marriage can manifest itself in a number of practices designed to “protect” a girl from unsanctioned sexual activity in North East Africa control may also include the practice of Female Genital Mutilation (FGM) to restrict sexual pleasure and temptations, some parents withdraw their girls from school as soon as they begin to menstruate fearing that exposure to male pupils or teachers put them at risk. This practice are all intended to shield the girls from male sexual attention but in the eyes of concerned parents, marriage is seen to offer the ultimate protection measure in wars and civil conflicts, parents resort to child marriage as a protective mechanism or survival strategy.

Displaced population living in refugee camps may feel unable to protect their daughters from rape and so marriage to warlord or other authority figure may provide improved protection for the young girls, orphans who are separated with their parents or relatives. The only way to survive and to get protection is to get married. (De Smedt 1998)

2.4 CONSEQUENCES SURROUNDING EARLY MARRIAGES

There tends to be a relationship between age of marriage, level of education, poverty and health: poorer, less educated girls tend to marry earlier and tend also to have poor health. The following consequences tend to flow from early marriages;
Early child bearing and unwanted pregnancies; young girls who get married will likely be forced into having sexual intercourse with their, usually much older, husbands. This has severe health consequences as the girl is often not psychologically, physically and sexually mature. Early marriage is associated with early child bearing. Young married girls are under tremendous pressure to prove their fertility in the first year of marriage. Girls who marry young, inevitable have children early and have many children because their knowledge of contraception is poor and their power to negotiate its use is weak.

**Early marriage and Sexual Abuse**

As young girls are often married to men who are much older than themselves, the age difference tends to reinforce the powerlessness of the girls who is thus at greater risk of abuse and less likely to assert herself. Young married girls are more likely to be beaten or threatened and more likely to believe that her husband must sometimes be justified to beating his wife. Women who believe that are more likely to have been married before eighteen than those who believe that there is never justification.

The UNICEF Gender Assessment (2003) in Kenya, data indicates that 29% of married adolescents were beaten by their spouses. Of these 47% were beaten when they were pregnant.

**High Maternal Mortality and Mobility**

The World Health Organization estimates that the risk of death following pregnancy is twice as great for women between 15 and 19 years than for those between 10 and 14 than for women of about 20 years of age. Pregnant adolescents face for more health problems than older women of particular single girls who often receive less prenatal care. Adolescents are far more susceptible to suffering from anemia than adults, which greatly increase the risk and complications linked to pregnancy. They are equally more at risk of malnutrition, high blood pressure linked to pregnancy and eclampsia than women who are over 20, (Women’s International Network 200)

Increased risk of contracting sexual transmitted diseases and HIV/AIDS: fear of HIV infection for example, has encouraged men in some parts of Kenya to seek young virgins and therefore uninfected partners. On top of pregnancy-related complications, young married girls are also at
high risk of contracting sexually transmitted disease and HIV/AIDS. Young married girls are also at higher risk because their older husbands may already be infected in previous sexual relationships.

Furthermore, the age difference between the girl and the husband and her low economic status make it almost impossible and for the girl to negotiate safe sex or demand fidelity. Early marriage usually means young girl, enter marriage without adequate information about critical sexual intercourse, contraception, sexually transmitted diseases, pregnancy and childbirth.

2.4.2 Lack of power

It is hypothesized that women who are married as children have less decision making power than women whose marriage is delayed until adulthood. They don't have ability to make decision on their own health care, contraception, household budget, daily household purchases visits to family and friends. (UNICEF, 1996) they have little power in relation to their husband and in-laws.

2.4.3 Divorce or abandonment and Early widowhood

Some desperate girls and women who have been forced into marriage try to run away or take other avenues to leave their spouses; others are abandoned by their spouses. However, the girls are usually left with the responsibility of raising children without the husband or family's financial support thus making them more likely to live in poverty. In making cultures in Kenya, husbands are often many years older than their young brides and consequently die while the girl is still young. Traditionally, girls were not allowed to remarry or were passed onto their dead husbands' brothers. Furthermore, the girl's families are unlikely to accept her back once she has become widowed (UNICEF 2001).

In cultures that permit polygamy, the youngest co-wife is required to care for elder co-wives. This relationship is sometimes a daughter/ mother relationship, but in many cases the elder wives view the younger with bitterness and resentment.
Consequences for children.

The health problems linked to early marriage not only affect the pregnant mother and the fetus but also continue after child birth. The consequences reach beyond the lives of young married girls themselves to the next generation. The immaturity and lack of education of a young mother undermines her capacity for nurture evidence shows that infant mortality among the children of very young mother is higher sometimes two times higher- than among those of elder peers, (UNICEF 2001)

EFFECT OF EARLY MARRIAGE ON GIRL’S EDUCATION

The school is the most important institution outside the family involved in socializing young people into all dimensions of adult and responsibility. More years of schooling have been associated with many positive outcomes, including later ages of marriage, lower fertility and healthier and better educated children, economic development.

The essence of the right to education and to health is that they facilitate and ensure the effective enjoyment of other, human rights. For number of poorer families, the potential rewards of educating undermine cultures culture practice, and it teaches the girl to reject tradition. The following citation illustrates well the case.

“At the age of about 14years, my father sent me to my uncle so that he could let his wife train me for marriage. He believed that if I continued to go to school, I would be a spoilt girl” and no man would be too wise to marry me back in his village where he could get my dowry. (Womankind 1999 cited by the forum on marriage and the rights of women and girls, 200:p. 18)

However, early marriage inevitable denies children of school age their right to the education they need for their personal development their preparation for adulthood and their effective contribution to the future wellbeing of their family and society. Indeed, married girls who would like to continue schooling maybe both practically and legal excluded from doing so.

However, there is a saying that when you educate a woman you educate a nation. Education even at a basic level is not only about livelihood and technical skills but more importantly provides social connectedness which enables one to access key resources to alleviate poverty.
By interacting with others, individuals acquire the social skills and personal capacities needed to access resources and opportunities and to form social networks for support and assistance when required in the future. Individuals can also develop their self-esteem and confidence to voice their opinions and to take control over their actions, lives, and bodies. Other positive benefits of education are linked to improved reproductive health and child survival and welfare (Naana otoo-oyortey and Sonata Pobi 2003).

Educated women are more likely to have a say in decision-making regarding the size of their families and spacing of their children. They are also likely to be more informed and knowledgeable about contraception and the healthcare needs of their children. Adolescent girls who marry outside their communities tend to lose the close friendship they had formed in their parental homes and often become quite subdivided. This means that even where girls have developed social networks they are unable to access them from their marital community.

The universal rights to education have been affirmed by the world’s governments for more than 50 years, most recently by the Millennium Development Goals adopted by the 191 members states of the United Nations in 2000. However, some 115 million children among them 62 million girls are still denied this right. According to data from UNICEF (2004) outside of the development world, only 76 percent of all are boys and 70 percent of all girls attend primary school.

Husbands of young wives are often older men who expect their wives to follow tradition, stay home and, undertake household and children duties. A girl may be unable to go against her husband’s wishes and the husband’s family may refuse to invest their scarce resources in the wife’s continued schooling.

Some schools often have a policy of refusing to allow married or pregnant girls or girls with babies to return. They may believe that it will set a bad example to other pupils or that other parents will be angry to see the school go against the traditional beliefs. Even if they do permit girls to return to school environment, rules and timetable and physical conditions can make it too difficult for a girl to attend school and perform her duties as a wife and mother at the same time.

Bullying and abuse by teachers, pupils, and other parents can further reduce girls’ self-confidence and a sense of security forcing them to give up on schooling.
When girls drop-out of school to get married, there is a knock-on effect for community as a whole, and for future generations. Evidence suggests that children of young uneducated mothers are less likely to have a good start to their education, do well in class or continue beyond the minimum schooling. Their daughters especially are likely to drop out, marry young and begin the cycle again (Ingrid Lewis 2009)

2.5 EARLY MARRIAGES AS A CHALLENGE TO DEVELOPMENT:

Early marriage stands in direct conflicts with the objectives of the Millennium Development Goals. (MDGs), (Mathur 2003) as it threatens the achievement of the first six goals objective of eradicating extreme poverty and hunger achieving universal primarily education, promotion of gender equality and empowering women, reducing child mortality, improving maternal health and combating HIV/AIDS, malaria and other diseases (UN 2007), when relationship between age at marriage and development is examined, it becomes clear that later marriage is a precondition for the attainment of desired development related goals. These can include completion of school, acquisition of training for employment and attainment of the skills and information related to the roles of citizen, family members and consumer that are part of a successful adulthood (Mathur 2003 and UNICEF 2003)

In Kenya child marriage is linked with poverty. This is because it affects particularly the poorest in the population and helps to reinforce cycles of poverty. Early marriage is associated with high fertility. However one reason for a poverty trap is a demographic trap when impoverished families choose to have a lot of children. According to Sachs (2005), high fertility rate in one generation therefore tend to lead to impoverishment of the children and high fertility in the following generation as well.

Women are at the heart of many societies. Regardless of whether they are working or not, mothers are very influential people in children lives. According to DFID (2005), educating girls is one of the most important investments that a country can make in its own future. Education has a profound effect on girls and women's ability to claim other rights and achieve status in society, such as economic independence and political representation. Having education can make an enormous difference to women's chances of finding well paid, raising a health family and preventing the spread of diseases such as HIV/AIDS. UNICEF (1994) argues that it is not
The universal Declaration of Human Rights (1948)

The convention on the elimination of all forms of Discrimination of women (1979)

Plan of action for the elimination of harmful traditional practices affecting the health of women and children.

The African charter on the rights and welfare of the child (1990), and others.

UNIFPA (2006), cities the three key international agreements in realizing reproductive health and rights. Those are the 1994 international conference on population and development; the 1995 fourth world conference on women and the 2001 and 2006 United Nations General Assembly special sessions (UNGASS) on HIV/AIDS. These landmark agreements promote human rights, gender equality and empowerment as critical to the overall development and well being of women, girls and young women.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with how the study was conducted, the samples participants and sample size. It indicates the instruments used, how data was collected and fully analyzed.

3.1 Research design

The research design employed is a cross sectional survey focusing primarily on sampled girls who had dropped out and those in school, community leaders and government officials directly involved in the implementation of school programme and controlling of early marriages. The study is basically qualitative although some findings are tabulated; a qualitative method was preferred because of the need to interact with people so as to create information from the past experience.

3.2 Area of study

The research was carried out in four sub locations in Manaret location in Sotik District in Bomet County in Kenya.

The District carries approximately total land area of 4365.5 km which is land and 132 km water. The District as purposely selected because it has a very high case of early marriage and girl child drop out in the area.

3.3 Study population

The study population was estimated using the formula \( \frac{x}{n} \times 100\% = 50\% \) which is either equal or greater than half the target population? \( \frac{x}{n} \) of I 00>50 % (1/2 of the population)

\( X = \text{sample} \)

\( n = \text{target population} \)

Where \( n = 80 \). Then
Hence $80/200 \times 100 = 40\%$ as preferred very good representation sample.

The researcher believes that 80 respondents was a representative sample in the attachment area comprising of core stakeholders who might have known the details of the problem under investigation. They included 50 girl Childs, 10 were officials 10 Sub County’ staff and 10 community members randomly selected all totaling to 80 respondents.

### 3.4 Sample size, Selection and Composition.

In sample selection the first step included construction of sampling composed of all sub locations in Manaret location. Four sub locations were selected from the sample using random sampling lottery method. These were Mabwaita, Rongena, Kokwon, and Kisabei.

There were two categories of respondents namely: those who had dropped out and those who were still in school. The selection of the respondents who were in school was randomly selected. In all those there were 13 girls who were going to school.

A content analysis was done using a quantitative method. The quantitative data was also analyzed using the ASPS computer program.

### 3.5: Research procedure

An authority letter from the District officer—Sotik had already been sought and obtained; these were supplied to the research assistant. This was mainly done to save the research assistants unnecessary questioning from the local authorities and respondents.

With the help of the local council 5 chair persons and Head teachers the research assistants were able to enter communities and schools to conduct focus group discussions and Interviews for 35 minutes—50 minutes, while focus group discussions took 69 minutes to 80 minutes in the community’s key conducted.
CHAPTER FOUR
PRESENTATION, INTERPRETATION, AND ANALYSIS OF RESULTS

4.1 Introduction

This chapter presents findings and describes how data collected was presented, analyzed and interpreted. The findings in chapter one consist of research questions and objectives given to the respondents were retained. For easy interpretations and analysis the findings were presented as a research questions.

The chapter is divided into three broad sections; factors that account for early marriage, the impact of girl child education and strategies that can be used to curb with this problems. These have been presented in form of findings and tables for ease of understanding, both rising invariant and vicariate methods of presentation.

4.1 Factors that account for early marriage.

Figure 2 showing factors that account for early marriage.

![Bar Chart](image)

Figure 2 showing major reasons that account for early marriage by gender

The respondents were asked for reasons that account for early marriage at community level; findings were presented in figure 2
The findings indicate that children 39.1 were left as a result of cultural attributes were female. 35.1 of children who left as a result of psychological abuse were boys.

This can be interpreted that there is a significant relationships between early marriage and gender.

In summary figure 2 indicates that social violence affected boys 23.6% and girls 17.2% equally, thus can be interpreted that social abuse is a major cause of early marriage.

4.2 Reasons for early marriage by age by gender

The following table presents the reasons for early marriage by age by males and females separately. The assumption is that reasons for early marriage account by gender for the different ages of the various groups.

Table 1 shows reasons for early marriage by gender according to age.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Age group</th>
<th>Reason</th>
<th>Cultural violence</th>
<th>Sexual violence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>social violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>10yrs</td>
<td>38%</td>
<td>46%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>11-14yrs</td>
<td>19%</td>
<td>25%</td>
<td>56%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>15-17yrs</td>
<td>48%</td>
<td>37%</td>
<td>15%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>18-21 yrs</td>
<td>58%</td>
<td>16%</td>
<td>26%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>21 yrs</td>
<td>52%</td>
<td>8%</td>
<td>40%</td>
<td>100%</td>
</tr>
<tr>
<td>Male</td>
<td>10 yrs</td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>11-14</td>
<td>55%</td>
<td>20%</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>15-17</td>
<td>50%</td>
<td>36%</td>
<td>14%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>18-21</td>
<td>33.4%</td>
<td>24.6%</td>
<td>42%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: field work
According to the findings in Table 1 it is apparent that girls are affected than boys 'who left at the age of 18-21 yrs the main reason that led to poor performance was social abuse 58%. The same reason affected 50% of boys aged (18-21) and 33.4% of boys aged 21.

Overall no significant association existed between age and poor performance

In case of girls a strong relationship were found to exist between the ages and education performance. Three results shows that most girls in ages of 15-17(15%) 18-21 (26%) and 21(40%) performed poorly due to molestation (sexual abuse)

It can be interpreted from findings that sexual abuse as seen it influence girls education at the age of 15 and above and the reasons for poor performance associated with age (If girl child the results shows that girls are harassed sexually especially the age 11 — 14 yrs (56%) thus can be interpreted that young girls are abused in early ages.

4.3 Who should be given opportunity to study between a girl and a boy?

An attempt was made to find out what self image the girls had. The reparations as girls are likely to affect their level of retentions in school. They were asked whom they would recommend given a choice between a boy and a girl child the results ere indicated below.

Figure 3 shows who should be given opportunity to study according to girls

Source: field work
This can be interpreted that the drop outs had a perception that girls have for education compared to boys. This negative image is an issue of concern as it is likely to adversely affect their image, performance, retention in school and career aspirations.

**Figure 4 shows how girl child education is affected**

![Bar chart showing percentages of rape, beating, and sexual assault](image)

**Source: Fieldwork**

The findings in the Figure 4 reveal that 34% female stated that rape cases affected their performance in school whereas 32% beating affected boys in participation in school. The interpretation to these findings that children have knowledge of the problems social violence on rape cases that greatly affected interfere with their educational achievement and parents need to be talked to reduce chances of early marriage increase in the society with the tremendous increase with rape cases.
CHAPTER FIVE

DISCUSSIONS CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter therefore presents the discussions of major findings conclusion and recommendations.

Prevention is the best tool to eliminate early marriage on girl child education. Parents’ are encouraged to take steps necessary to prevent early marriage occurrence. They can do so by providing training centers to sensitize people about effects of early marriage. There are advance consequences arising from early marriage on girl child education. It has a direct impact on their economic status, productivity because it leaves them with long impact effect in life and individual integrity is not respected.

5.1 Discussion.

Early marriage on girl child education owes phenomenon in schools in Manaret location. Today, this epidemic needs to be rejected for schools to perform very well. In the end however the cost of early marriage are so high because it has lead to low productivity in the economy and this has lead to many businesses not to operate efficiently because labor gap is so wide.

Findings also show that mutual interaction among the community members, sensitization of the masses could be the best alternative to alleviate the problems and also reduction of dismissal of girls from schools and guidance will try to compel them from forces of early marriage.

5.2 Conclusion

In our society Manaret it was clear from the onset that certain conditions are important in curbing the early marriage and is in essence the key variants that need to be examined in order to determine the level of EMGCE that has taken place. And in addition there were socio- economic attitudinal and administrative challenges that negatively affected the involvement of girl child in schooling experiences, the administration of schools and environment and other related factors that undermine involvement should be improved if this problem is to be curbed.
Conclusively therefore, although no trolley can be expected to eliminate the problem we are convinced that awareness of the problem and of ways to deal with help to reduce its external dramatically. Girls, staff members, parents, district officers, education officers must take initiative and get their peers to act against early marriage if a program is not yet in place. Lastly people concerned with their appropriate professionals must assist victims if past and present early marriage to overcome the negative effects of experience.

This paper has shown that child marriage is an accepted cultural practice in many countries especially in developing countries with more prevalence in Sub-Saharan Africa. It is still widely sanctioned, even though it is a violation of the human rights of young girls due to various motives. Early marriage can violate the rights of girls and boys, both in this generation and the next but this is an issue that impacts upon girls in far larger numbers and with more intensity.

More emphasis has been given to girls as the experience for boys is, less likely to be exploitative or physically harmful as it is for girls. The imposition of a marriage partner on children or adolescents who are in no way ready for married life, and whose marriage will deprive them of freedom, opportunity for personal development, and other rights including health and well-being, education, and participation in civic life, nullifies the meaning of the Convention on the Rights of the Child’s core protections for those concerned. Numerous severe consequences result from the practice of early marriage. Early marriage is intrinsically linked to low levels of education, high levels of violence and abuse, social isolation, severe health risks and harming power dynamics and results in increased gender inequality and vulnerability to poverty for girls, young women, families and the society as a whole. This practice also threatens the international development effort to fight against poverty and related challenges in developing countries.

To trickle this challenging phenomenon, a joint effort to formulate and implement policies and strategies is needed. Actions to fulfill or restore the rights of those already married should go hand in hand with preventive actions to insure that all of the interventions are available to married, as well as to unmarried girls. The figure below highlights different actors that must be involved in the process.
5.3 Recommendations.

Basing on the findings from the study and views gathered from both key informants and other respondents, it would be of paramount importance for the following measures to be taken.

The government administrators and the entire community should ensure that the rights of the children are met by supporting their needs and protecting them from abuse whereas by-laws exist, implementation has not been truly been realized therefore there should be laid down to deter people from subjecting children to sexual abuse and rape. Since the current measures used by government have not had desired impact, there is a need to review interactions used, hailing from early marriage to improve the existing structures. There is also a need to increase the number of staff in areas of guidance and psychological consulting to help girl child from emotional stress.

The UN legal document in its millennium development goal has emphasized universal primary education. This provides Kenyan constitution with a duty to ensure basic education is given to every child. Despite the fact that there is increased enrolment but scholastically materials are inadequate in schools, so the government needs to look for alternative means towards provisions of these amenities to various schools in the country.

There is need for eliminating tracking in goals and assisting victims of violence due to rape and sexual abuse. Addressing these factors in young girls and allocating resources to institute comprehensive programs designed to heal and rehabilitating unto society victims of rape, taking measures to cooperate with non-governmental organizations to provide social, medical facilities and psychological care to the victims of early marriage.

The community masses need to be sensitized on the aspects of girl child education. This will enable them to widen the scope and avoid disparities that may apprehend them with their education due to compartment of early marriage.

Also community participatory need to be put across where men and women are involved in discussions that are concerned with solving early marriage, introducing themselves income generating activities and this will reduce eruption of early marriage.
5.4 Areas of Further Studies.

Through this study, the researcher discussed loopholes in the field of study which needs to be improved in all situations of early marriage and girl child education what has evidence is that nothing is done in it to curb it in the society.

Therefore this research finds the following areas ripe for research.

• Ways in which girl child can be protected from early marriage within society.

• Girls uneducated in the context of Human Right abuse.

• Community invention strategies to curb early marriage.
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Diane Mceachen. Marlene Van winkle Sue Steina Violence Among the Navajo publisher


APPENDICES

APPENDIX I: QUESTIONNAIRES

The researcher is a Bachelor’s Degree student in Kampala International University carrying research on the Impact of early marriage on Girl Child education in Sotik a Case study of Maranet location as part of requirement of the award of Bachelor’s of Arts in Education degree.

Dear respondents you are therefore requested to spare some few minutes of your precious time to fill in the questionnaire, and all the information given will be treated with the confidentiality it deserves. I appreciate and thank you very much.

QUESTIONNAIRE FOR KEY INFORMANTS

Age ..................

Sex ..................

Position ..................

Number of years in service ..................

1. Has your status ever recorded any case of early marriage as a girl child when in school:
   Agree □
   Disagree □

2. How many cases do you receive monthly?
   I-10 □
   11-20 □
   More □

3. What are forms of early marriage on girl child education prevalent you are familiar with?
   (a). Rape and defilement □
(b) Indecent assault

(c) Abuse or derogatory- language

(d). Denial of entitlement and Benefits

(e). Others specify

4. (a). Do you agree that girls are most affected by the various forms of EMGCE?

   Agree
   Disagree
   Neutral

   b). If you agree what are the likely factors that accelerate the cases of EMGCE in your area?

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

5. (a). Do you think early marriage on girl child education has got an enormous effect on the socio- economic livelihood of women and the family as a whole?

   Agree
   Disagree
   Neutral

   (b). If you agree what are some of the socio-economic effects and challenges of early marriage on girl child education interview guide for women?
6. (a). What measures do you think can be adopted to combat the problem of early marriage on girl child education?

(b) Are you aware of constitutional provision that protects girl child from acts of EMGCE?
APPENDIX II: INTERVIEW GUIDE

Part I

1) Personal Information

(a). Sex

(b). Age group (in years)

(c). Education level

(d). Marital status

2) What do you understand by early marriage on girl child education?

3) Which of the above Forms of EMGCE are common in your society?

4) Which of the above forms are most common in your community?

Part 2

5) Do you think that status of women participate EMGCE in the society?
   Agree □
   Disagree □
   Neutral □
   IF you agree, give examples

6) Do you think status of women predispose girl to early marriage?
   Agree □
   Disagree □
If you agree, what do you think can be done to prevent further effect of early marriage on girl child education?

Part 3

7) How is your community affected by EMGCE?

8) How does early marriage on girl child education effects does affect the statue women within society’?

9) What do you think can he done to address the problem of EMGCE?
FOCUSED GROUP DISCUSSION GUIDE

10) What are the common forms of the practice of EMGCE in your community?

11) What do you understand by EMGCE?

12) Who are most affected by it in the community?

13) Which categories of women are affected by EMGCE?

14) What do you think are some of the effects of the violence on women and also the Conflict?

15) What do you think should be done to prevent further scourge of early marriage on girl child education?

16) What measures can be adopted to combat the rampant cases of EMGCE?