



RESEARCH ARTICLE

AN EXPLORATORY ANALYSIS OF THE INFLUENCE OF EARLY MARRIAGE AMONG PUPILS ON LEARNER RETENTION PRIMARY SCHOOL EDUCATION IN KENYA, A CASE OF TURKANA COUNTY

Akiru Pauline¹, Joyce Kanyiri² and Zachary Kosgei³

1. PhD Student Moi University.
2. Lecturer, School of Education, Moi University.
3. Lecturer School of Education, Moi University.

Manuscript Info

Manuscript History

Received: 25 July 2023

Final Accepted: 27 August 2023

Published: September 2023

Key words:-

Early Marriage, Learner Retention, Exploratory Analysis, Policy

Abstract

The Dakar Conference of 2000 evaluated development in attaining Universal Primary Education (UPE) within the continent of African. An EFA target was established that is eradicating gender inequality in primary schools within the year 2005 and by 2015 be able to attain gender impartiality. Despite all efforts by governments, retention of pupils in primary schools is a major challenge to most governments in the world and in sub-Saharan Africa in particular. Among other social – cultural factors, early marriage among primary school going learners have had a negative impact on the Free Primary Education policy since its re-introduction in 2003 in Kenya. The country faces 23% early marriage among girls and might be a contributor factor in low learner retention in the country especially in Turkana County which has so far had the lowest retention in the county with 7.8% compared to 79.6% nationally. The purpose of this study was to have an exploratory factor analysis to understand why this situation has been experienced within the FPE policy in Kenya. The findings established that girls are married early by young and old men who can afford paying dowry, payment of dowry has driven many girls to early marriage, and majority of early marriages are done according to the traditions of the community. It concluded that early marriage is predominant among the pastoralist communities in ASAL regions in Kenya and has had tremendous influence on learner retention in primary school education contributing negatively to the implementation and success of FPE policy.

Copy Right, IJAR, 2023,. All rights reserved.

Introduction:-

Despite the undisputable role of education as a prerequisite for development, low retention in schools especially primary schools has remained a global challenge. A publication of the government of Kenya, Children's Act (2001/2022) states that all children have the right to education; this is according to article 26 of the United Nation Convention on the Rights of Children. Ministry of Education sector report programme 2005 -2010 advocates that Governments must have policies to improve children's progression and reduce the numbers of school dropout if global primary pedagogy (UPE) is attained. Free primary Education (FPE) was founded in 2003 by the science and technology ministry. Kenya had abolished within primary schools all fees and levies. Primary education is the

foundation of the whole education structure. Its significance is on the premise that it defines all other successive structure of education. It also makes an immense contribution to the whole growth of a nation (Karimi, 2016). However despite all these efforts, retention of learners in primary schools in Kenya have been a challenge due to many factors which include social cultural factors and practices that have a big influence on education. Namukwaya and Kibirige (2014) indicate that most of the factors that influenced learner retention were culture related. Ndemba (2014) indicated that cultural factors such as early marriages, cattle rustling among others had contributed to the poor retention of pupils in schools in Turkana Central district, Kenya. All these call upon the government of Kenya to develop policies to govern enrolment and retention in public primary schools and ensure it is not compromised by socio-cultural factors in Turkana County. Therefore, this study seeks carry out an exploratory analysis of the influence of early marriage among pupils on learner retention primary schooleducationand stimulate various policy options in order to identify strategies that can improve retention of learners in public primary schoolsin Kenya, and specifically Turkana County.

Statement problem

The issue of retention in primary schools has gotten a lot of consideration from researchers in the contemporary period particularly among girls in primary schools (Walker, 2016; Orodho et al. 013; Wanjohi, 2010; Ogola; 2010; and Kaburu; 2014). In Kenyan, 23% of young girls are married before their eighteenth birthday celebration and 4% are married off before the age of 15. As per UNICEF Kenya has the twentieth most noteworthy outright number of teenage marriage on the planet (UNICEF, 2014). As per the county integrated development plan(2018-2022) Children in Turkana (6-13 age group) are less likely to access primary education, with only 50% enrolled (53.2% for boys, 46.6% for girls), compared to the national average of 92.5% (94.6% for boys and 90.5% for girls) (Turkana County Government, 2015). Overall school attendance for children in the County is at 39%, which is far below the national school attendance of 70.9% (Turkana County Government 2015). Is early marriage an impending to learner retention in Turkana County that is experiencing 8.7% compared to the national of 79.6% retention rate. Previous studies have utilised varied methodology to understand the issue of learner retention (Rotich, Kipkirui and Mutisya, 2014; Ochieng, 2015). This study sort to understand it from an exploratory research design approach.

Literature Review:-

The Early Marriage within Global Situation and Education Retention

Despite increasing velocities in progress diminishing youngster marriage in the most recent decade, particularly in South Asia (UNICEF, 2018), much progressively emotional increasing speeds will be expected to meet the worldwide objective of eradication of child marriage by 2030. Quick extensions in access to schooling all around have prompted expanding strife among education and marriage in numerous nations where child marriage is generally normal, yet have additionally introduced a chance. A lot of research have highlighted on girls' age and education and found that when girls reach puberty, parents consider it is time for them to be married and tend to arrange the marriage instead of continuing schooling (Molteno et al., 2010). Some studies argue that early marriage of girls is associated with dropouts in certain contexts. For instance, in societies where girls leave parental household after marriage, girls' dropout might be higher in that society (Ackers et al., 2011).

In 2016, young girls had an expected 21 million pregnancies, about a portion of which brought about a birth (Darroch et al., 2016). In the course of the last 50 years, there has been tremendous advancement in school enrolment and instructive achievement for the young girls and boys, all around. The Education for All development was propelled in 1990 in Thailand and later restored in Senegal, submitting 164 nations to accomplishing widespread grade school enrolment and sexual orientation equality in enrolment by 2015.

In this way, the commitment of education to improving marriage possibilities for young girls may just be applicable for families who can manage the cost of the higher settlement fundamental for increasingly taught grooms. Given the mutual fundamental reasons for child marriage, child pregnancy and school dropout, and the inconsistency of marriage, parenthood, and education, trying to segregate the connection between school dropout from one perspective and marriage and pregnancy on the other isn't just testing, however, may not be the most significant strategy question. Child marriage is generally basic among poor families in numerous South Asian nations, for whom it might be a family technique to adapt to monetary weakness, especially when school charges or transportation costs are high (Bajracharya; Psaki; Sadiq, 2019).

Despite worldwide advancement in extending access to education and postponing marriage and childbearing, significant boundaries remain. Comprehensively, in excess of 33% of girls matured 20–24% were married before the

age of 18 (Nguyen and Wodon, 2012; UNICEF, 2014). Be that as it may, the pace of progress would need to quicken significantly to meet the SDG objective of disposing of child marriage by 2030 (UNICEF, 2018). In spite of the fact that teenage marriage happens for young men, the rate is a lot higher for young girls, demonstrating that most child relationships are an indication of normal practices that help victimization of young girls (UNICEF, 2014). In any case, the pace of progress would need to quicken significantly to meet the SDG objective of dispensing with teenage marriage by 2030 (UNICEF, 2018). Be that as it may, progress has deteriorated in the most recent decade (Loaiza, 2012; UNESCO, 2014).

Marriage exchanges will be trades between the girl of the hour and the lucky man's family at the hour of marriage. They might be moves from the girl of the hour's family to the husband to be family, or the other way (Amin and Bajracharya, 2011). In nations where child marriage is normal, these exchanges are frequently a key component of choices with respect to the exchange off of marriage and tutoring for young ladies (Amin, Selim, and Waiz, 2006; Brown, 2012). Past the expense to the lady of the hour's family, a share may likewise make a feeling of privilege by grooms (Amin and Huq, 2008). Poor families may wed their little girls to less educated or a lot more established grooms to pay a lower sum, while wealthier families will in general look for progressively instructed spouses for their girls and can pay more.

In South Asia, as somewhere else, the planning of marriage and school leaving for young girls is intently attached to standards encompassing sex and sexuality. Teenage marriage is seen by numerous families as a defensive system for young girls against an assortment of genuine or saw dangers, including provocation and maltreatment at school, pre-marriage sex, and catastrophic events and strife (Amin and Huq, 2008). These dangers might be much progressively extreme for more unfortunate families, as they and their little girls have barely any other options (ICRW, 2013). In numerous societies school participation is viewed as incongruent with the duties and desires for marriage and parenthood (Bajracharya and Amin, 2012; UNESCO, 2014). Understanding the nature and course of the connections between marriage, pregnancy and education are basic to structuring powerful approaches and projects to postpone marriage and childbearing and to advancing gender equality in education n. In any case, existing proof of the quality of the connection between marriage, childbearing, and education is blended and to a great extent observational, restricting the chance to draw causal derivations.

These discoveries were bolstered by a later report in Sub-Saharan Africa, which found a correspondingly measured evaluated impact of youngster marriage on education results utilizing DHS information gathered somewhere in the range of 2005 and 2009 of every 27 nations (Nguyen and Wodon, 2014). Utilizing a comparative methodology in Uganda, a similar gathering of specialists likewise discovered noteworthy impacts: young girls married at age 15 were 35 percent more averse to go to optional school and teenage marriage at age 17 were 14 percent less inclined to go to primary school, contrasted with teenage girls who wedded at age 18 or later (Wodon, Nguyen and Tsimo, 2015).

School dropout and teenage marriage are interrelated results that enormously affect young girls. In any case, the writing uncovers holes in the experimental proof on the connection between teenage marriage and the dropout of teenage girls from school. This examination recognizes the 'tipping point' school reviews in Nepal when the danger of dropout because of marriage is most noteworthy, measures the impact of teenage marriage on girls' school dropout rates, and evaluates related hazard factors. It was discovered that early marriage is the most well-known explanation given for leaving school. Generally, the danger of school dropouts because of marriage increases after girls complete the fifth or 6th grade and the danger of dropping out tops in the seventh and eighth grades and stays critical in the ninth and tenth grades (Sekine and Hodgkin, 2017).

Discoveries from this subjective investigation of girls who took an interest in early marriage avoidance programs and their conjugal leaders with regards to Oromia, Ethiopia and Jharkhand, India, districts with high paces of early marriage of young ladies, show acknowledgment of the estimation of girls' education and ensuing postponed marriage as far as improved chance to fabricate fundamental abilities, more grounded residential abilities to deal with a family and care for youngsters, and more prominent abilities to oversee family unit funds or seek after vocation openings. In any case, members likewise perceived that accepted practices that demoralize young girls' education and energize early marriage endure, and these can bring about reaction as disparagement and social estrangement of the individuals who don't hold fast to these standards. These discoveries address the estimation of qualities and strength-based reaction to supporting early marriage counteraction, by building resources and capacities concerning young girls, and an empowering domain where to apply them. Teaching young girls without

more extensive social change to expand upon young girls' created qualities and with a gender equity focal point will be lacking to address early marriage and the consequences of social and wellbeing worries that go with it (Anita Raj, Marissa Salazar, Emma C. Jackson, Natalie Wyss, Katherine A. McClendon, AarushiKhanna, YemeserachBelayneh and Lotus McDougal, 2015).

Subsequently, child marriage decreases the probability that young girls will finish their basic education. This rises obviously from questions asked to guardians in family unit overviews for what valid reason their little girls dropped out of school. Marriage is frequently one of the principles, if not the fundamental explanation, that young girls drop out of school. A comparative end is arrived at when displaying the connection between teenage marriage and educationfulfilment econometrically. The impacts are huge. Consistently that a young girl weds early before 18 is related to a decrease in the probability of finishing primary school of regularly four to 10 rate focuses, contingent upon the nation or locale. This prompts lower profit for young girls in adulthood since an absence of education keeps them from landing great positions. Likewise, child marriage additionally diminishes education possibilities for the offspring of girls by shortening their mother's education (Quentin, 2017).

The pervasiveness of young pregnancy in Wogedi and parental conjugal status were found to have a measurably huge relationship with high school pregnancy. There is a high commonness of young pregnancy in the region (Yohannes, 2018). Pre-adult pregnancy is characterized as a pregnancy in young girls 10–19 years old. It is evaluated that 16 million young girls 15–19 years of age conceive an offspring every year, contributing about 11% of all births overall. Although the young girls' pregnancy rate is falling, around 18 million girls below 20 conceive every year. 2,000,000 of these births are from young girls under 15 years old. Over 90% of these births happen in low income nations. Most high school pregnancies and labors occur in West Africa, East and Southern Africa, South Asia, Latin America, and the Caribbeans.

Various traces of writing show that the commonness of teenage pregnancy fluctuates across locales of the world. In the Asia Pacific locales, it extends up to 43% in Bangladesh and from 11.1% to 47.3% in Nepal. In Jordan, the prevalence is 25%. The pervasiveness of adolescent pregnancy likewise fluctuates in Africa; for example, in Nigeria, it ranges from 6.2% in Niger Delta state to 49% in Abia State. In South Africa, East Africa (Kenya), Assossa (Ethiopia), and Sudan, it ranges from 2.3 to 19.2%, 31%, 20.4%, and 31%, individually (Yohannes, 2018). This examination demonstrated that there is a high predominance of teenage pregnancy in the region. (Yohannes, 2018).

Albeit early marriage and pregnancy are frequently connected to class dropout, proof demonstrating an immediate and causal connection is restricted. This is because early marriage and pregnancy can be both the reason and outcome of dropping out of school. Young girls positively keep or are taken separately from school since they are pregnant or married, however young girls who have just dropped out of school are bound to get married as well as become pregnant. There is a critical collection of proof taking a gender at the connections between early pregnancy and school dropout in Sub-Saharan Africa, and there are a few examinations that think about the connection between early marriage and school dropout in South Asia. Key focuses rising out of this proof include: There is a group of proof to recommend that young girls who become pregnant or are married early may as of now have been performing ineffectively at school, have begun school late or have encountered obstructions to scholarly accomplishment which improve the probability of early marriage or pregnancy. Likewise, social and financial weights on families and young girls themselves have an influence. Most of the studies cause to notice a mind-boggling mix of components behind young girls' school dropout, including neediness, pregnancy, early marriage, and gendered accepted practices common inside networks, peer impact, parental impact, family size, absence of cleanliness offices and absence of prepared educator mentors (Jenny, 2018).

Physical, sexual, or psychological mistreatment might be the most striking and obvious reasons for low confidence. Being constrained into a physical and enthusiastic situation without wanting to can make it extremely difficult to like the world, confide in oneself or trust others, which significantly impacts confidence. It might even feel like your deficiency when it couldn't be less your issue. Clearly, in these situations, there is such a great amount of going on at one time that you may need to look at, separate, leave. It can cause you to feel like nothingness. With an end goal to deal with your conditions, in your mind, you may have persuaded yourself that you were complicit or even to a fault. You may have discovered approaches to adapt to the maltreatment, to deal with the turmoil in manners that you comprehend are unfortunate, so you may at last view yourself as unpleasant and seemingly disgraceful, among a zillion different emotions (Suzanne, 2013).

In Somaliland, Mohamed, Mberia and Muturi (2017) tested the socio-cultural have an impact on on female infant participation in schooling consisting of the figure's mind-set on woman child schooling, spiritual beliefs, gender possibilities and woman position version consequences. The study concluded that some of the nearby communities make a contribution to women not being in college because girls are booked for early marriage, a few underestimate the end result of the female training, and a few dad and mom use their daughters as a supply of wealth through getting dowry. Girls look after young siblings at home and do domestic work while boys move to high school. The women amongst themselves experience culturally out of vicinity as they do no longer need to compete with boys, mainly in a mixed gender school.

Raymond (2014) stated that in spite of the focal point on girls' education inside the Millennium Development Goals, there continue to be a huge variety of girls out of education establishments, a state of affairs which, although changing, remains a sizable subject in Tanzania (specifically at secondary level). Women and girls in pastoral communities are issue to an in particular challenging state of affairs: marginalised no longer simplest attributable to their gender however also as pastoralists. The look at additionally observed that a few cultural practices had a profound impact in as lots as they determined or knowledgeable a few, if not maximum, of the choices and practices of the network.

In Africa, early and forced marriages of girls have pressured a majority of them out of school at an early age. According to Walker (2012), early marriages in Africa had a substantial have an impact on the exceptional of education. Trends of early marriages in Malawi, Guinea, Zambia, Ghana, Mali, Mozambique and the Democratic Republic of Congo (DRC) indicate that maximum of the faculty-aged ladies fail to attend college to be married off. For a few who had already enrolled in faculties, they are compelled to drop out of faculty to get married off to older guys in trade of few cows, goats and cash. This trend has extensively and adversely affected the retention of learners in primary schools in these areas as Oigara (2017) noted.

Early Marriage and Education Retention in Kenya

Early marriage has been illegal in Kenya since 2001 when the Children's Act became law. There are other laws such as the Sexual Offences Act, 2006 and the Marriage Act, 2014, which sets the age of marriage at 18 years that also protect adolescent girls from early marriage. In addition, Kenya is a signatory to many international conventions and agreements such as Convention on Elimination of All Forms of Discrimination against Women (CEDAW), Universal Declaration of Human Rights, Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, The African Charter on the Rights and Welfare of the Child and the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa. In 2013, the Kenya Government through the Ministries of Health and Education committed along with several other African countries, to ending early marriage by the end of 2020 [17]. However, despite the existence of the above laws, conventions, agreements and commitment to the achievement of SDGs, early marriage is still prevalent in the country. Early marriage among school going girls and boys in some parts of Kenya has been seen as a factor that contribute immensely to low learner retention in primary schools in Kenya.

The issue of retention in primary schools has gotten a lot of consideration from researchers in the contemporary period. Researchers and specialists like Walker (2016) have endeavored to point out the justification for the decrease in the pace of retention of learners, particularly young girls in primary schools. Different examinations by Orodho et al. (2013), Wanjohi (2010), Ogola (2010) and Kaburu (2014) pointed out the difficulties confronting the endeavors by different organizations to further develop the standards for dependability of understudies in free primary schools in Kenya. The consistency standards of learners in primary schools confronted different difficulties including the local area's socio-social and customary convictions that were negative to the development of training; the financial exercises of guardians and geological nearness of schools like distance of schools from homes and quality; accessibility of boarding offices and the learning climate in schools.

In Kenyan, 23% of young girls are married before their eighteenth birthday celebration and 4% are married before the age of 15. As per UNICEF, Kenya has the twentieth most noteworthy outright number of youngster ladies on the planet (UNICEF, 2014). The information shows that the ladies wed at a more youthful age in Migori and Tana River districts. Child relationships are driven by gender orientation disparity and the conviction that young girls are by one way or another second rate compared to young men. A 2016 UNICEF study shows that a few young girls are viewed as resources, as opposed to people with rights, and can get families up to several goats, cows, camels, and jackasses when hitched. The plan reports that Kenyan young girls who drop out of school under any circumstances are bound

to wind up wedded. A few guardians purportedly pull back young ladies from school and wed them off when they discharge. Marriage supposedly offers a definitive assurance from male sexual consideration. Teenage marriage is viewed as a protection against indecent conduct. A 2012 Plan study shows that guardians in Kilifi and Kwale offered pregnant young girls to ensure their family status and name, and to get both share and a "punishment" installment from the man answerable for the pregnancy. Children are regarded more when their mother is married and become ng'ideawi (offspring of the home) as opposed to ng'ideakeor (offspring of the field). Among the Kuria people group, youthful pregnant young girls are at times offered to more seasoned girls who can't hold up under children, in a custom known as Nyumbaboke.

In Bondo and Homabay, the act of celebrating at discos after burial services have likewise been referred to as a driver of teenage pregnancy which sees young girls drop out of school and look for early marriage. A few young girls enter union with getting away from severe and controlling guardians, orphanhood, and carelessness from carers. In specific communities, for example, the Kuria, Maasai, Rendille and Turkana, FGM/C is viewed as an indication of status for marriage, and for the most part, happens between the ages of 9 and 17. Inside the Samburu community, beading is a destructive customary practice whereby a nearby family relative will move toward a young girl's family with red Samburu dots and spot the accessory around the young girl's neck. This implies a brief commitment of the family member and the young girl, and the relative would then be able to engage in sexual relations with her. A few young girls are "beaded" as youthful as 6 years of age. Beading is perceived as a type of girl assault under CEDAW (CEDAW, 2011).

Andiema (2021) asserts that those cultural factors affected woman-infant education negatively because it bogged down their transition, academic performance and additionally the acquisition of knowledge required at the basic education level. The social and cultural activities of communities decide the education aspirations of such communities and the importance put on education immediately corresponds to the quantity to which the two variables conform (Ochieng, 2015). Research shows that prohibitive social and cultural practices had been the main impediment to girl child schooling in developing nations such as Kenya (Maichuhie, 2020). The Ministry of Education referred to that previous social-cultural practice contributed to girls having a higher chance of dropping out of primary and secondary schools in the country (Krop, 2017). Chepleting et al. (2013) research found out that teenage being pregnant and early marriages have been the foremost social and cultural elements influencing girls' participation in loose primary education in West Pokot County. In most groups in Kenya, girls are visible as assets of wealth via their mother and father inside the custom of charging fines for adultery and pregnancies of unmarried girls (Ochieng, 2015). Because of those practices inside the network, girls are denied the opportunity for schooling compared to boys regardless of numerous projects taken through the authorities to make certain an excessive and of entirety charge of girls in primary and secondary schools.

In Kenya, Mwanahamisi (2015) investigated the demanding situations of girl child education in Tana River County. The findings indicated that early marriages, sexual harassment, inadequate teachers and studying materials are many of the elements that affect girl education. Others include formative year's pregnancies, child labour, and retrogressive cultural practices. Mwakio (2017) explored the socio-cultural and monetary elements and activities that hindered ladies from accessing education in Kenya. The research becomes conducted in Taita Taveta, Nairobi, Kwale and Samburu Counties. The findings suggest that socio-cultural and financial factors contributed to women being out of faculty, especially in Samburu and Maasai communities wherein cultural practices such as FGM, early forced marriages, amongst many others, were persistent.

Another social and cultural exercise that permeated on woman youngsters is infant labour. A look at by Action Aid International Kenya (2018) located out that women are regarded virtually as caregivers who do no longer want formal education before they get married and subsequently their work is to live at home and no longer to head to high school. In that studies, maximum of the women responded that home tasks turned into meant for them. However, these very ladies had been aware that the chores were a part of the barriers to their right to primary training. The boys interviewed inside the studies held a similar opinion that women should assist greater with housekeeping. The household chores are a part of the cultural practices that youngsters are socialised on from a very early age. These practices are among those that contributed to low training development among girls in Kenya and different international locations.

Rotich, Kipkirui and Mutisya (2014) assessed the function of network leaders and socio-cultural elements on Maasai girls' educational performance in secondary schools in Narok County and their subsequent transition costs to

university schooling. The study turned into conducted in 20 secondary colleges in Narok County. They located out that the engagement of girls in sexual practices lowers their instructional overall performance and leads to teenage pregnancies. The results also found out that FGM changed into linked to early marriages of the Maasai girls. It additionally has an affiliation with girls' engagement in sexual practices and teen pregnancies. This studies has additionally established that parents in Narok County nevertheless worry their daughters may additionally drop out of school because of being pregnant and may additionally switch the circle of relatives wealth to their marital homes.

Waswa (2015) investigated elements affecting female child progression rates in primary schools in West Pokot Sub County of West Pokot County. Results showed that the outcomes which were monetary and cultural in nature motivated female child progression rates negatively than financial elements. Government stimulus and ASAL finances had a much less specific effect as intervention measures.

Summary

From the foregoing, it is established that teenage pregnancy and early marriage are to interrelated variables that influence education among primary school learners. Due to family and cultural factors existing, girls are most disadvantaged to being enrolled and retained in school. Turkana County of Kenya has learner retention problem being the lowest in the country with only 8.7% compared to the national of 79.6% yet they benefit from the Free Primary Education (FPE) olicy since 2003. This research did envisage to study the influence of early marriage and its related variables and learner retention among pupils in both public and private primary schools in Turkana County of Kenya.

Study Findings

From the findings, majority of the respondents (163 (56%) strongly agreed that there is a tendency of early marriage among boys and girls in the county with majority of the respondents. The results shows that majority of the respondents (Mean 1.4811, SD = 0.606) felt that early marriage was on the rise. This implies that, girls may drop out earlier than expected. These views are similar to UNICEF which stated that, in spite of the fact that child marriage happens for young boys, the frequency is a lot higher for young girls, showing that most kid relationships are an indication of accepted practices that help victimization young girls (UNICEF, 2014). The study findings indicated further that 90 (30.9%) of the respondents strongly agreed that early marriage has caused gender inequality in education in the county. The results show that majority of the respondents (Mean = 1.756, SD = 0.62609) felt that inequality in education across the country has been contributed by early marriages. Further information indicated that 142 (48.8%) of the respondents strong agreed that majority of early marriages is done according to the traditions of the community. The results further show that majority of the respondents (Mean = 1.635, SD = 0.750) felt that the marriages were done as per the traditions of the society. The key finding of this investigation agrees with Rhoda (2015) who posits that that, social practices, parent's degree of training, pay level of the family, and how understudies are treated in school influence maintenance of grade school students in Maparasha. It was those social components, financial elements. What's more, the school setting significantly affects the maintenance of students in Maparasha. The examination presumes that social reasons like the inception of youngsters to adulthood and guardians for instance give out their young lady kid for marriage at an early age with a point of getting endowment are a portion of the components that cause understudies to drop out of school. School setting factors are likewise closed to be a factor that added to high dropout rates. Good ways from school were found to add to non-attendance and possibly drop out of school. Harassment in schools, educational plans, and mentality to specific subjects is likewise an explanation behind the high dropout rate (Wanjiru, 2015).

Further, the findings also indicated that 90 (30.9%) of the respondents strongly agreed that early marriage is related to school dropout. This implies that learners' retention in school was likely to be lower as occasioned by the early marriages. School dropout and child marriage are interrelated results that enormously affect young girls. It was discovered that early marriage which according to the study findings was predominant among the pastoralist communities in ASAL regions in Kenya is the most well-known explanation given for leaving school. As presented majority of the respondents (Mean = 1.622, SD = 0.748) felt that the pastoralist communities were predominant in matters related to early marriages. The responses shows that majority of the schools were married off to persons who afforded dowry. 23% of young girls are married before their eighteenth birthday celebration and 4% are married before the age of 15. As per UNICEF, Kenya has the sometime thus the escalated early marriages in the community. A 2016 UNICEF study shows that a few young girls are viewed as resources, as opposed to people

with rights, and can get families up to several goats, cows, camels, and jackasses when hitched. The plan reports that Kenyan young girls who drop out of school under any circumstances are bound to end up being married off.

Table 4.10 further indicated that 88 (30.2%) of the respondents strongly agreed that early marriage decreases the probability of the girls to complete schooling, 189 (64.9%) agreed, 5 (1.7%) were undecided, 6 (2.1%) disagreed while 3 (1.0%) strongly disagreed. The results shows that majority (Mean = 1.786, SD = 0.671) agreed that early marriage decreased chances of girls completing their education implying that there shall be lower retention among girls in schools. This prompts lower profit for young girls in adulthood since an absence of education keeps them from landing great positions. Likewise, child marriage additionally diminishes education possibilities for the offspring of girls by shortening their mother's education (Quentin, 2017).

Lastly, the findings indicated that majority (147 (50.5%) of the respondents strongly agreed that cultural practices such as beading contribute to early marriage. A study by Plan international (2012) study shows that guardians in Kilifi and Kwale offered pregnant young girls to ensure their family status and name, and to get both share and a "punishment" installment from the man answerable for the pregnancy. Children are regarded more when their mom is married and become ng'ideawi (offspring of the home) as opposed to ng'ideakeor (offspring of the field). Among the Kuria people group, youthful pregnant young ladies are at times offered to more seasoned girls who can't hold up under children, in a custom known as Nyumbaboke. In Bondo and Homabay, the act of celebrating at discos after burial services have likewise been referred to as a driver of young pregnancy which sees young girls drop out of school and look for early marriage. A few young girls enter union to get away from severe and controlling guardians, orphanhood, and carelessness from carers. In specific communities, for example, the Kuria, Maasai, Rendille and Turkana, FGM/C is viewed as an indication of status for marriage, and for the most part, happens between the ages of 9 and 17. Inside the Samburu community, beading is a destructive customary practice whereby a nearby family relative will move toward a young girl's family with red Samburu dots and spot the accessory around the young girl's neck. This implies a brief commitment of the family member and the young girl, and the relative would then be able to engage in sexual relations with her. A few young girls are "beaded" as youthful as 6 years of age. Beading is perceived as a type of girl assault under CEDAW. A study on factors that influence enrolment and maintenance of students from primary one until primary seven in Uganda evoked an understanding of the multifaceted idea of the elements influencing enrolment and maintenance of understudies in schools in Kotido locale. Results from the study, show that most of the variables are culture-related: a peaceful way of life, solid social qualities, negative disposition towards education, and commitment in family work. Different variables included social monetary attributes and natural elements among others (Namukwaya and Kibirige, 2014).

Conclusion and Recommendations:-

Teenage pregnancy and early marriage had an impact of 16.1% on the variations of learners' retention in school in Turkana County and are interrelated factors that contribute immensely to learner retention among learners in primary school education. The two variables cannot be separated from any study, but be studied concurrently for an understanding of how they contribute negatively to attainment of the Free Primary Education policy in Kenya and why Turkana as a county within the county is lacking behind in learner retention and attainment of universal Basic Education. The study recommends intervention strategies be developed and both the national and county governments support such strategies by involving all stakeholders.

Reference:-

1. Amin, S, Selim, N and Waiz, N.K (2006). Programs to Address Child Marriage: Framing the problem. Promoting healthy, safe and productive transitions to adulthood. New York
2. Amin. S and Bajracharya. A (2011) Costs of Marriage-Marriage transactions in the developing world. Promoting Healthy, Safe, and Productive Transition to adulthood brief no. 35. New York.
3. Andiema. N.C (2021). Influence of culture on girl child education in Central-Pokot Sub-County, Kenya. East African Journal of Education, 3,1, 26-38.
4. Bajracharya, A., Psaki, S. R., & Sadiq, M. (2019). Child marriage, adolescent pregnancy and school dropout in South Asia. Report by the Population Council for the United Nations Children's Fund Regional Office for South Asia.
5. Brown, C., & Park, J. (2010). Benefits of girl child education. Beijing: Lau & Jin.
6. Brown. G (2012). Out of wedlock, into school: Combating child marriage through education. Office of Gordon and Sarah Brown, London

7. CE DAW (2011). Convention on the elimination of all forms of discrimination against women, UN New York.
8. Chepleting.S. Chepkemei. A, Yano. K.L and Chebet. L.L (2013). Factors Influencing Girls' Participation in Free Primary Education: SA survey of schools in Kapenguria Division- West Pokot.
9. Darroch, J. E (2016). Adding it up: Costs and Benefits of Meeting the Contraceptive Needs of Adolescents
10. Jenny. B (2018). Early marriage, pregnancy and girl child school dropout. UNESCO, Paris
11. Kaburu, G (2014). Teaching for Social Justice in Northern Uganda: The Case of Mission Girl's School, Ph.D Thesis, Ohio State university.
12. Krop. L.O.A (2017). Factors Influencing Girls' completion rates in Primary Education in Central Pokot Sub-County, Kenya. MED project, University of Nairobi, Kenya.
13. Loaiza. E. 2012). Adolescent Pregnancy: a review of the evidence, UNESCO, Paris
14. Muhammed. M.H, Ashis. T, Razu. S.R and Hossain. Z (2010). Early marriage in Bangladesh: A cross-sectional study exploring the associated factors. Journal of International Women's Studies, 21,1,68-78.
15. Mwanahamisi. G.K (2014). Challenges Facing the Education of the Girl child in Kenya: A case study on experiences and views of girls in Galole Constituency of Tana River County, Kenya, unpublished thesis, University of Nairobi.
16. Namukwaya V.A & Kibirige. I (2014). Factors Affecting Primary School Enrolment and Retention of Pupils in Kotido District, Uganda. Mediterranean Journal of Social Sciences
17. Ogola, F.O (2010). Free education in Kenya's Public primary schools. Addressing the challenges. Organisation for Social Science Research in Eastern and Southern Africa (OSSREA). Addis Ababa, Ethiopia.
18. Orodho, A. J. (2014). Attainment of Education for All (EFA) by 2015: From rhetoric Chimera to practice in Kenya. International Journal of Current Research, 6, 1, 4666-4674.
19. Nguyen X. and Claudia. M ((2014). Inclusion in Vietnam: An intersectionality perspective on girls with disabilities and education. Childhood, 1-15
20. Raj. A, Saggurti. N, Balaiah. D and Silverman, J.K (2009). Prevalence of child marriage and its effect on fertility and fertility-control outcomes of young women in India: Cross-sectional observation study. Lancet 373(9678), 1883-1889.
21. Raymod. A. (2014). Girls education in pastoral communities: An ethnographic study of Monduli District, Tanzania, CFBT.
22. Rotich, K, Kipkirui. J and Mutisya. S.(2014). University education of the Maasai girls in Kenya at crossroads: A viewpoint of the role of leaders and social-cultural factors. The International Journal of Social Sciences and Humanities Invention, 1,1,51-61.
23. Sekine, K., & Hodgkin, M. E. (2017). Effect of child marriage on girls' school dropout in Nepal: Analysis of data from the Multiple Indicator Cluster Survey. Plos one, 12,7, 180-186.
24. UNICEF;. (2019). Annual report 2017: Kenya. Nairobi: UNICEF.
25. UNICEF (2018). UNICEF Annual Report 2018- For Every Child. UNICEF, Geneva
26. UNICEF(2014) UNICEF Annual Report 2014. UNICEF, Geneva
27. United Nations Children's Fund;. (2007). A Human Rights-Based Approach to Education For All: A framework for the realization of children's right to education and rights within education. New York: UNICEF.
28. United Nations. (2015). Turkana County-United Nations Joint Programme 2015-2018. New York: United Nations.
29. Quentin. W, Paula. T, Oliver. F, Alexis. N and Lisa. W (2017). Ending child marriage: child marriage laws and their limitations. World Bank, Washington DC.
30. Walker. Z and Musti-Rao, S. (2016). Inclusion in High-Achieving Singapore: Challenges of Building an Inclusive society in Policy and Practice. Global Education Review, 3, 3 28-42
31. Woodeen. Q, Nguyen. M.; and Tsimpo. C (2015) Child Marriage, Education and Agency I Uganda. Feminist Economics, 22,1, 54-79.