

**FACTORS INFLUENCING KENYA CERTIFICATE OF PRIMARY EDUCATION  
EXAMINATION PERFORMANCE AMONG EARLY CIRCUMCISED BOYS IN  
ISIOLO CENTRAL SUB COUNTY, ISIOLO COUNTY.**

**LEMASULANI M. PETER**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL  
SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
CONFERMENT OF MASTERS DEGREE IN LEADERSHIP AND EDUCATIONAL  
MANAGEMENT OF KENYA METHODIST UNIVERSITY.**

**OCTOBER 2022**

## DECLARATION AND RECOMMENDATION

This thesis is my original work and has not been submitted for any award in any other University.

Signature:



Date: 30<sup>TH</sup> June, 2022

**Peter M. Lemasulani**

**EDU-3-0038-1/2014**

### Recommendation

This research thesis has been submitted with our approval as the university supervisors:

**Prof. Nephath J. Kathuri**

School of Education and Social Sciences,

Kenya Methodist University

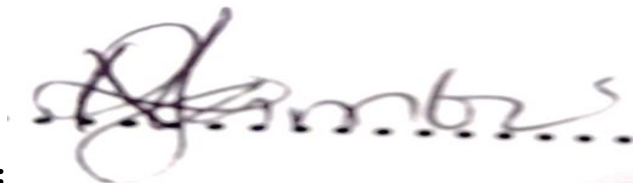
Signature:



Date: 6<sup>TH</sup> July, 2022

**Dr. Rebecca Wachira**

Signature:



Date: 19<sup>TH</sup> July, 2022

Lecturer, School of Education and Social Sciences

Kenya Methodist University

**© 2022 COPYRIGHT**

*“All rights reserved. No part of this thesis may be reproduced, stored in any retrieval system or transmitted in any form or by any means, electronically, by photocopy or otherwise, without the prior written permission of the author or Kenya Methodist University, on that behalf”.*

## **DEDICATION**

I dedicate this work to my loving wife and children for their amazing support, all through my studies and also to all the people of Kenya who are determined to offer quality education for sustainable development.

## **ACKNOWLEDGEMENT**

This thesis has been produced through a collaborative effort. I wish to express my deep gratitude to those individuals who made valuable contributions to this study. In particular my appreciation goes to my research supervisors, Prof. Nephath J. Kathuri and Dr. Rebecca Wachira for their selfless efforts, advice, guidance and encouragement through my studies. It is also with pleasure that I recognize the invaluable support accorded to me by the Ministry of Education and Staff in Oldonyiro and Central Isiolo Sub-county as a whole, for granting me permission to carry out the study. Furthermore, I acknowledge the Head teachers for allowing me to sample respondents from their schools, teachers for responding to the questionnaires, my beloved family for their support and prayers, friends and colleagues whose contributions and assistance facilitated the success of this study. Finally, I would like to acknowledge members of the School of Education and Social Sciences, as well as, the entire Kenya Methodist University for offering me the opportunity to undertake my post-graduate studies in the institution. May God bless you all abundantly.

## ABSTRACT

Incidences of early circumcision of boys have been prevalent for a long time in Isiolo Central Sub County and in general, the larger former North Eastern Province of Kenya. This has led to dropping out of boys, increased cases of cattle rustling, early marriages and other social challenges, that the newly circumcised boys are not prepared for, either mentally or physically. This in turn has influenced the KCPE performance of circumcised boys as their minds are preoccupied with their newfound social status within the community. There is scanty information as to exactly how early circumcision of boys influence their KCPE performance. The purpose of the study was to identify how beading of girls, herding of livestock, personal autonomy and family responsibilities influence the KCPE performance of circumcised boys in primary schools in Isiolo Central Sub County, Isiolo County. This study was based on the functionalist viewpoint theory. According to the theory, society is a well-organized system in which the majority of members share common values and conventions. The study used a cross-sectional descriptive survey design with 195 teachers and 294 circumcised eighth-grade boys as participants. The researcher used a simple random sampling, and sampled 29 teachers and 44 circumcised boys in class eight, which represented 15% for each category of respondents. Descriptive statistics (percentages and frequencies) were used to summarize the data. Analysis of data was aided by the use of MS Excel and IBM SPSS Statistics version 23 and was presented in form of tables for the purpose of reporting. The study found that three variables (beading of girls, herding of livestock and family responsibilities) were found to have an influence on the KCPE performance of circumcised boys in primary schools in Isiolo Central Sub County. The study also found that the individual personal autonomy did not have an impact on the KCPE performance of circumcised boys. The findings of the study showed that beading was widely practiced by the circumcised boys who were not yet mature and this distracted them from their academic work, which ultimately influenced their KCPE performance negatively. Furthermore, it was established that herding of livestock was a cultural practice that targeted the circumcised boys who were mature, and they were expected to take care of family livestock but this was a challenge to those boys who were circumcised when they are still not mature. Finally, the study found that family responsibilities had an influence on the KCPE performance of the circumcised boys who were not mature and are not mentally and physically prepared for the responsibility. The study concludes that the beading of girls, herding of cattle and family responsibilities, all have an influence on the KCPE performance of circumcised boys who are not yet mature though circumcised in Isiolo Central Sub County, while personal autonomy does not influence the KCPE performance of circumcised boys. The study recommends that there is a need to delay the circumcision ceremonies of the young boys until they have completed primary level education cycle, so that they can gain the basic language and arithmetic skills necessary to be productive members of society. The study also recommends that the circumcised boys be allowed to undertake academic activities without being pressurized to herd livestock until they have finished their primary level schooling. The study also recommends that there is a need to have mechanisms put in place in the schools so as to deal with cases involving circumcised boys. Finally, the study recommends that family responsibilities should be handled by senior members of the family or the community.

## TABLE OF CONTENT

|   |            |
|---|------------|
| <b>DECLARATION AND RECOMMENDATION .....</b>     | <b>ii</b>  |
| <b>© 2022 COPYRIGHT .....</b>                   | <b>iii</b> |
| <b>DEDICATION.....</b>                          | <b>iv</b>  |
| <b>ACKNOWLEDGEMENT.....</b>                     | <b>v</b>   |
| <b>ABSTRACT.....</b>                            | <b>vi</b>  |
| <b>TABLE OF CONTENT.....</b>                    | <b>vii</b> |
| <b>LIST OF TABLES .....</b>                     | <b>x</b>   |
| <b>LIST OF FIGURES .....</b>                    | <b>xi</b>  |
| <b>ABBREVIATIONS AND ACRONYMS.....</b>          | <b>xii</b> |
| <b>CHAPTER ONE .....</b>                        | <b>1</b>   |
| <b>INTRODUCTION.....</b>                        | <b>1</b>   |
| 1.1 Background of the Study .....               | 1          |
| 1.2 Statement of the Problem.....               | 6          |
| 1.3 Purpose of the Study .....                  | 6          |
| 1.4 Objectives of the Study.....                | 7          |
| 1.5 Research Hypotheses .....                   | 7          |
| 1.6 Significance of the Study .....             | 8          |
| 1.7 Scope of the Study .....                    | 8          |
| 1.8 Limitations of the Study.....               | 9          |
| 1.9 Assumptions of the Study.....               | 9          |
| 1.10 Operational Definition of Terms.....       | 10         |
| 1.11 Synopsis of Chapter One .....              | 11         |
| <b>CHAPTER TWO .....</b>                        | <b>12</b>  |
| <b>LITERATURE REVIEW .....</b>                  | <b>12</b>  |
| 2.1 Introduction.....                           | 12         |
| 2.2 Concept of Circumcision .....               | 12         |
| 2.3 Beading of Girls and KCPE Performance ..... | 17         |

|   |           |
|---|-----------|
| 2.4 Herding of Livestock and KCPE Performance .....             | 19        |
| 2.5 Personal Autonomy and KCPE Performance .....                | 20        |
| 2.6 Family Responsibilities and KCPE Performance .....          | 23        |
| 2.7 Theoretical Framework.....                                  | 24        |
| 2.8 Conceptual Framework.....                                   | 26        |
| 2.9 Synopsis of Chapter Two.....                                | 28        |
| <b>CHAPTER THREE .....</b>                                      | <b>29</b> |
| <b>RESEARCH METHODOLOGY .....</b>                               | <b>29</b> |
| 3.1 Introduction.....   | 29        |
| 3.2 Location of the Study.....                                  | 29        |
| 3.3 Research Design.....  | 30        |
| 3.4 Target Population.....                                      | 30        |
| 3.5 Sample Size and Sampling Procedure .....                    | 31        |
| 3.6 Research Tools.....   | 32        |
| 3.7 Pilot testing of a research instruments .....               | 33        |
| 3.8 Data Collection Procedure .....                             | 34        |
| 3.9 Data Processing and Analysis Procedures .....               | 35        |
| 3.10 Ethical Consideration.....                                 | 36        |
| 3.11 Synopsis of Chapter Three.....                             | 39        |
| <b>CHAPTER FOUR.....</b>  | <b>40</b> |
| <b>RESULTS AND DISCUSSIONS.....</b>                             | <b>40</b> |
| 4.1 Introduction.....   | 40        |
| 4.2 Response Rate.....  | 40        |
| 4.3 Demographic Information of the Teachers .....               | 41        |
| 4.4 Background information of the Pupils.....                   | 42        |
| 4.5 The Influence of Beading of Girls and KCPE Performance..... | 43        |



|   |           |
|---|-----------|
| 4.6 The Influence of Herding of Cattle on the KCPE Performance .....  | 46        |
| 4.7 The Influence of Personal Autonomy on the KCPE Performance .....  | 50        |
| 4.8 The Influence of Family Responsibilities on KCPE Performance .....                                      | 53        |
| 4.9 KCPE Performance of Early Circumcised Boys .....  | 55        |
| 4.10 Inferential Analysis.....  | 58        |
| 4.11 Synopsis of Chapter Three.....   | 62        |
| <b>CHAPTER FIVE .....</b>   | <b>63</b> |
| <b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>   | <b>63</b> |
| 5.1 Introduction.....   | 63        |
| 5.2 Summary of the Findings.....  | 63        |
| 5.3 Conclusions on the Findings.....  | 66        |
| 5.4 Recommendations of the Findings.....  | 66        |
| 5.5 Recommendation for further studies.....   | 67        |
| 5.6 Synopsis of Chapter Three.....  | 68        |
| <b>REFERENCES.....</b>  | <b>69</b> |
| <b>APPENDICES .....</b>   | <b>74</b> |
| Appendix I: Introduction Letter to the Teachers.....  | 74        |
| Appendix II: Introduction Letter from Kenya Methodist University .....                                      | 75        |
| Appendix III: Research Authorization from NACOSTI.....  | 76        |
| Appendix IV: Research Authorization from Ministry of Interior and Co-ordination of National Government..... | 78        |
| Appendix V: Research Authorization from Ministry of Education.....  | 79        |
| Appendix VI: Questionnaire for Teachers .....   | 80        |
| Appendix VII: Questionnaire for Circumcised Boys.....   | 84        |

## LIST OF TABLES

|   |    |
|---|----|
| Table 3. 1 Target Population.....   | 31 |
| Table 3.2 Sampling Matrix for Respondents .....                                   | 32 |
| Table 3. 3 Reliability Summary .....  | 34 |
| Table 4.1 Response Rate.....  | 40 |
| Table 4.2 Demographic Information of the Teachers.....                            | 41 |
| Table 4.3 Demographic Information of the Pupils .....                             | 42 |
| Table 4.4 Teacher Responses on the Beading of Girls .....                         | 43 |
| Table 4.5 Pupils Responses on the Beading of Girls .....                          | 44 |
| Table 4.6 Teacher Responses on Herding of Livestock .....                         | 47 |
| Table 4.7 Pupil’s Responses on Herding of Livestock .....                         | 48 |
| Table 4.8 Teacher’s Responses on Individual Autonomy .....                        | 50 |
| Table 4.9 Pupil’s Responses on Individual Autonomy.....                           | 51 |
| Table 4.10 Teacher Responses on Family Responsibilities.....                      | 53 |
| Table 4.11 Pupil’s Responses on Family Responsibilities .....                     | 54 |
| Table 4.12 Teacher’s Responses on KCPE Performance of Early Circumcised Boys..... | 56 |
| Table 4.13 Pupil’s Responses on KCPE Performance of Early Circumcised Boys .....  | 57 |
| Table 4.14 Correlation Matrix .....   | 59 |
| Table 4.15 Model Summary .....  | 60 |
| Table 4.16 ANOVA .....  | 61 |
| Table 4.17: Regression Coefficients .....   | 62 |

## **LIST OF FIGURES**

|  |    |
|--|----|
| Figure 2. 1 Conceptual framework on variables in the study ..... | 26 |
|--|----|

## **ABBREVIATIONS AND ACRONYMS**

|             |   |
|-------------|---|
| <b>BC</b>   | Before Christ                           |
| <b>FGM</b>  | Female Genital Mutilation               |
| <b>HIV</b>  | Human Immunodeficiency Virus            |
| <b>KCPE</b> | Kenya Certificate of Primary Education  |
| <b>MoE</b>  | Ministry of Education                   |
| <b>SPSS</b> | Statistical Package for Social Sciences |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

One of the oldest known surgical treatments is male circumcision. Traditionally, it has been employed as a symbol of religious or cultural significance (Blank, Brady, Buerk, Carlo & Wegner, 2012). Circumcision is seen as a transition from infancy to maturity in most African societies. This is the start of the learning process, as well as a period of awakening for many things, such as interpersonal and natural relationships (Mbiti, 2016). Taylor (1963) noted that for Africans, circumcision is a culture.

The circumcision of Abraham and Ishmael is seen as crucial in the establishment of Islamic ceremonies. Genesis 17:9-14 in the Judeo-Christian Scriptures has the details. Circumcision of boys and girls was advocated by Raqiya Abdalla on the grounds that Prophet Muhammad endorsed it, as stated in the Qur'an: "Touch but do not crush... do not go too deep, it is agreeable to women and preferred to their husbands. Ahmad Shauqi Fangari, a well-known Muslim doctor who advocates male circumcision, says that circumcision helps prolong copulation by removing the head. Muslim initiates who have undergone circumcision are recognized as members of the community (Darby, 2013). Circumcision is projected to be performed on one out of every three men in the world, with nearly universal coverage under specific conditions (Weiss, Larke, Halperin, & Schenker, 2010). Male circumcision has always been linked to religious activities and ethnic identity. Circumcision was practiced by ancient Semites, including Egyptians and Jews, with the earliest evidence reaching back to 2300 BC in Egyptian tombs and mural paintings (Blank et al., 2012).

Ethnographer Van Gennep (1960) characterized the rite of passage as a transition from one social group or phase to another. He argues that individuals experience a ritual of transition as they move from one age, social setting, and profession to another. Some are made soon after birth, while others are made later in life. Important transitions in life are birth, entering puberty, marriage, life-threatening illness or injury, and death. Currently, other transitions include graduation, divorce, and retirement. Some rites of passage are gender specific, while others are general and apply to all. Some affect the physical condition of humans (Hinz & Hangula, nd), such as, male circumcision.

Circumcision is practiced the world over by different communities for different purposes, such as, a religious rite, such as, the one performed by the Jews in observing the Judaism religion. This is for purposes of identification as a Jew or a slave of a Jewish family or as a convert to the Judaism religion. Non-religious circumcision was practiced by the Egyptians as an ancient Egyptian custom symbolizing a rebirth (Ray, 2020). This category includes circumcision as practiced by most African communities for identification and as a form of initiation, especially from childhood into adulthood (Masinde, 2018). Routine circumcision as practiced in the Western European countries and in the United States of America involves circumcision of infants. This kind of circumcision was common place between 1870 and 1920 and it was perceived to be for purposes of preventing or curing masturbation, which was feared to be the foundation of several illnesses. Routine circumcision is no longer popular and presently a very small number of children are circumcised in these countries (Earp & Darby, 2017).

Apart from religion and ethnicity, male circumcision is now performed for a variety of reasons, the most common of which are social or health-related. In regions where most boys are circumcised, the desire to conform is a major motivator for circumcision. Parents, particularly

fathers of new-born boys, identified societal factors as the key determining factor for circumcision for example, they did not want the boy to look different in research in Denver, USA, where circumcision occurred soon after birth (Darby, 2013).

Male circumcision was, and continues to be, a rite of passage for many societies. Rites of transition are governed by ceremonies and rituals and exist in almost all societies. The three main stages in the rite of passage are separation, the stage of liminality or isolation, and incorporation into society (Van Gennep, 1960). These stages are important for rites of passage for they involve the transition from juvenile to adult, such as: male circumcision. This affects the boys morally, socially, academically, and psychologically, hence, affecting their KCPE performance.

In East Africa, circumcision is performed by some tribes, such as, the Bantu, as a ritual of transition to manhood. The Maasai regard uncircumcised males as boys and shy cowards who do not meet the qualifications of a male. In this way, they associate circumcision with culturally desirable masculinity traits such as courage, maturity and sexual readiness, while uncircumcised men are seen as immature and prone to poor reproductive function (Cronk, 2009).

The circumcision of boys is a cultural practice among many communities in Kenya, which is an initiation of boys who are aged 18 to 20 years. It is a period when young circumcised boys are expected to become independent despite their age. The practice of circumcision of boy's is widely practiced in majority of communities, but in the Samburu community, early circumcision is widespread, with young boys aged 9 to 12 years of age being targeted for circumcision. According to Blank et al. (2012), the early circumcision of boy's is encompassed by some detrimental malpractices which have impacted on the discipline, enrolment, school attendance and KCPE performance among the boys across the Samburu community living in Kenya.

The malpractices include; individuals projecting their new-found autonomy, participating in animal raids, being regarded as the community soldier, a herdsman, beading of girls (Act of a Moran purchasing beads that are red in colour and giving them to an identified young girl as a symbol that she is his, and heading families, among others. The morans (warriors) usually consider themselves being superior and that no man or woman should intimidate them. This notion has seriously influenced discipline in schools in Oldonyiro Ward, Isiolo County (Amzat & Razum, 2014).

According to Fogleman, McNeilland Krajcik (2011), a student who happens to go astray through the influence of external or internal forces and subsequently engage in unorthodox activities that are not in conformity with the school regulations is definitely narrowing his chances of excelling in examinations. When the young men engage in cultural practices such as beading of girls within the Samburu community, they are likely to drop out of school to take care of families, hence, affecting their KCPE performance and school enrolment as well. When girls are beaded by the morans (warriors), they are likely not to attend school and some may be married earlier than usual (Amzat & Razum, 2014).

For instance, in a school committee discussion in Lobarshereki Primary School, it was observed that there is poor performance in KCPE. Minute 1 of the school management committee meeting discovered that early initiated boys had contributed to poor performance by truancy - running away from school; indiscipline - the feeling of maturity and want of personal independence, given that they were more of men than boys after undergoing initiation. The meeting had resolved that a parents meeting be convened and a guest speaker invited to sensitize both parents and pupils, mostly classes 6-8 on the dangers of initiation before completion of Standard 8. The proposed speaker was the Catholic Church Father In- Charge. The same meeting further noted a drop in



Mean School Score (MSS) in 2014 KCPE performance of 193.48, a drop of about 32 points compared to the previous year's examination results where mean score was 225.48 (Lobarshereki Primary School, Minutes 2014).

From MoE Divisional Education Reports (2016), several sample performance records from schools in Isiolo Central Sub County indicated that early circumcision really weakens the performance of the boys in KCPE. Primary Schools sampled included Alamach primary, Attir community, kambi ya garba, Kiwanjani and Ngaremara where sample performance records of selected pupils were evaluated and tabulated. Mean Score for Standard 7 in 2016 was 210.37. The Mean Score for KCPE in 2017 was 173.18. According to the mean scores, the performances of early circumcised boys were not only lower than for the uncircumcised, but also lower than their own scores before they were circumcised. There is an average of 10% drop in performance after circumcision, whereas there is an improvement from the uncircumcised boys.

Morans have to source for wealth in order to pay dowry. Circumcised boys drop out of school and engage themselves in raiding of cattle. The early circumcision of boy's affects them morally, socially, academically, and psychologically, hence, affecting their KCPE performance. The practice (early circumcision of boy's) has remained a silent problem in the community for long without anybody addressing it, and has become a concern for most of the school heads and the entire community has complained about the practice that has affected their discipline, dropout rate and enrolment in primary schools in Isiolo Central Sub County, Isiolo County (Lesorogol, 2008).

Furthermore, even though the medical and cultural significance of circumcision are well documented, the factors influencing KCPE performance of learners, especially those in primary

school have not yet been adequately appreciated or documented, and this forms the basis of this study.

### **1.2 Statement of the Problem**

Incidences of early circumcision of boys have been prevalent for a long time in Isiolo Central Sub County and in general the larger former North Eastern Province of Kenya. This has led to dropping out of boys from school, increased cases of cattle rustling, early marriages and other social challenges that the newly circumcised boys who are not mature enough and not prepared for, either mentally or physically, (Amzat & Razum, 2014). This in turn has influence on the KCPE performance of the learners as their minds are preoccupied with their new-found social status within the community. There is scant information as to exactly how early circumcision of boys influence the KCPE performance of the boys. Ideally, boy's, circumcised or not, should be able to complete their academic cycles without reference to external or cultural barriers hindering their progress. Unfortunately, for the Samburu boys in Isiolo Central Sub County, this is not the case, especially once they undergo the circumcision rituals. For them, this rite of passage comes with new responsibilities and expectations that may directly influence the academic performance of young boys who are not mature to take up the responsibilities as expected by the society. It was, therefore, necessary to investigate the influence of early circumcision on the KCPE performance of young boys in primary schools in Isiolo Central Sub County, Isiolo County.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the factors influencing Kenya certificate of primary education examination performance among early circumcised boys in Isiolo Central Sub County, Isiolo county.

#### **1.4 Objectives of the Study**

In order to achieve the purpose, the following objectives were addressed:

- i. To determine the influence of beading of girls on the KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.
- ii. To investigate the influence of cattle herding on the KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.
- iii. To investigate the influence of personal autonomy on the KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.
- iv. To establish whether family responsibilities, influence the KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.

#### **1.5 Research Hypotheses**

The study was guided by the following research hypotheses:

- i. There is no significant influence in beading of girls on the KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.
- ii. Herding of cattle does not significantly influence early circumcised boys in their KCPE performance in Isiolo Central Sub County, Isiolo County.
- iii. There is no relationship between personal autonomy and KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.
- iv. Family responsibilities do not influence KCPE performance of early circumcised boys in Isiolo Central Sub County, Isiolo County.

## **1.6 Significance of the Study**

The findings of the study may help researchers better understand the impact of early circumcision on boys' KCPE performance in elementary schools in Isiolo Central Sub County, Isiolo County. Furthermore, given the importance of education in the development of our country, the findings of the study may be useful to policy makers at the national and county governments who can use some of the findings to develop appropriate policies and regulations that can be deployed so as to mitigate the influence of early circumcision on the KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County. Furthermore, the study may offer community elders understanding on how boys' early circumcision influences the KCPE performance of the boys within the community. This may be helpful in helping the elders to participate in promoting the level of education among the boys in the sub-county, county and nation at large. The study findings would also help the parents to understand how boys' early circumcision influences the KCPE performance of the boys.

## **1.7 Scope of the Study**

This study was carried out to investigate the influence of early circumcision on the KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County. The study used a cross-sectional design of descriptive research and only targeted the teachers and circumcised boys in the primary schools in Isiolo Central Sub County, and excluded non-circumcised boys, girls and teachers who were not based in schools within Isiolo Central Sub County, Isiolo County. The study investigated the influence of beading of girls; cattle herding; personal autonomy and family responsibilities' influence on the KCPE outcome of circumcised boys in Isiolo Central Sub County, Isiolo County. The study was guided by the Emile Durkheim's

functionalist perspective, which was refined by Robert Merto, Talcott Parsons, and others and was carried out between May and September, 2022.

### **1.8 Limitations of the Study**

The research was confined to the influence of boy's early circumcision on the KCPE performance, while there are other factors that could influence their performance which were not under study. Furthermore, some of the respondents were not responsive in the study for the fear of reprisals from the community or their seniors. The researcher assured the respondents that the results would be used purely for academic purposes and would not be shared with any third party that could be damaging to their status. The study was also limited to Isiolo Central Sub County, Isiolo County, and despite the precautions taken, the factors indicated put some limitations on the generalization of the results. The researcher had little or no control over the dependent and independent variables in this cross-sectional descriptive survey. However, researchers added high-quality data collection methods to increase the validity and reliability of the research results.

### **1.9 Assumptions of the Study**

The researcher assumed that because the Samburu community share a common circumcision culture, the sample accurately reflects the views of the entire population. Respondents were also assumed to have answered questions correctly and honestly. The study also assumed that the results gathered from the interviews were able to be generalized or non-specifically identified to the population of Isiolo County; participants' responses to interview questions were honest and representative of the practice in Isiolo County and that that the interviews and demographic information questionnaire would provide valuable information as to the effect of early circumcision of boy in Isiolo County.

### **1.10 Operational Definition of Terms.**

|                              |   |
|------------------------------|---|
| <b>Academic Performance:</b> | Means academic achievement of an individual pupil as measured by the mean score or grade attained in KCPE, which is a national examination for completion of primary school education.            |
| <b>Beading</b>               | Act of a Moran (warrior) purchasing beads that are red in colour and give them to an identified young girl as a symbol that she is his.   |
| <b>Early circumcision</b>    | Means an act where boys aged 9 to 12 years in Samburu Community undergo circumcision and become independent despite their age as opposed to circumcision of boys aged 18 to 20 years in the past. |
| <b>Discipline</b>            | A behaviour that is perceived by the society as to conform to the norms and values of the society.  |
| <b>Drop out</b>              | This is a pupil who withdraws from school upon attaining 9-12 years of age  |
| <b>Enrolment</b>             | Means the number of children who join the school system at a particular time or period.   |
| <b>Indiscipline</b>          | A behaviour that is perceived by the society to threaten academic activities at a particular moment and interrupt the smooth flow of school activities.   |
| <b>Moran</b>                 | Young male aged between 9 and 12 years who has been circumcised.  |

### **1.11 Synopsis of Chapter One**

The research was broken down into five sections. Chapter one covered the background of the study, statement of the problem, purpose, objectives and hypothesis of the study, significance of the study, scope, limitations, basic assumptions of the study and operational definition of terms, and organization of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The impact of boys' early circumcision on their KCPE performance in primary schools in Isiolo Central Sub County, Isiolo County, is examined in this chapter. The literature is examined in light of the study's objectives.

#### 2.2 Concept of Circumcision

Circumcision is defined as the removal of a baby's or a man's foreskin for religious or medical reasons, according to the Oxford Advanced Dictionary (O.U.P, 2019). According to Chang'ach (2013), it is not clear where or how male circumcision originated. The reasons for male circumcision are as varied as humanity's circumcision of men. Male circumcision consists of surgical removal of part or all of the foreskin. It is one of the most common procedures worldwide (Fogleman, McNeilland Krajcik, 2011)

Circumcision as a form of initiation is important for its socio-educational and religious functions. It confers to the circumcised an identity. He belongs to an age-set with a specific title for the purpose of identification with the community. According to Magesa (2017), the age-sets have names, which reflect the period or year of circumcision. Through the age-sets circumcision creates unity, bringing people together for social functions. The cut is a mark of identification with the community. Age sets are also found in other circumcising Kenyan communities, such as, among the Kipsigis where they are known as *ipinda*. According to Chepng'eno (2020), the Kipsigis have seven, age sets which are very similar to those of the Bukusu. The Kikuyus also have stratification based on age sets through circumcision. The age sets are known as *riika* in Kikuyu dialect. Among the Embu and Mbeere community's circumcision was to prove that a young man was physically



strong and mentally wise enough for warriorhood (Chepng'eno, 2020). For this reason, circumcision was performed on young men who were eighteen years or older.

Circumcision also serve as a gateway to marriage. The young adult is prepared in matters of sex life, marriage, procreation and family responsibilities. This is done during the last ceremony known as *Khukhwalukha*, meaning a re-birth, which is performed after complete healing. At this point they are openly drawn to the awareness that they are men who are capable of procreating. They are instructed in the manner in which they are expected to behave and handle matters pertaining to sex. They are frankly told that the community expects them to develop responsible relationships with women and eventually marry and procreate. The purpose of identification is similar to that of circumcision among the Jews who circumcised their male offspring's, their slaves and converts to Judaism for identification (Remennick, 2021).

Nilotic and Bantu groups in the African Great Lakes region have through interaction adopted various customs from neighbouring Afro-Asiatic populations, including in most communities the practice of female and male circumcision. Mwiti (1999) writes that the Masaai Nilotes of Tanzania would not call a man "father" when he has children if he is uncircumcised. Circumcision transformed the individual from childhood into adulthood and shaped his destiny. He became self-conscious, learnt his duties and responsibilities and how to relate with people of different categories. Chapple (1970) supports this by saying that,

*"....at transition, new interaction forms must be performed, ordinarily under supervision, with every means used to entrain and enforce correct performances of patterns. At the end, when incorporation takes place, one must begin to interact in the institutions from which one has been absent", (p327).*

Circumcision is a bridge between youth and adulthood. Youth is associated with ignorance whereas adulthood is a period of knowledge. An individual becomes socially more productive and

plays a full active role in life as an integral member of the community. Circumcision exposed one's personality. His ability and potential are revealed physically, emotionally and socially. According to Chapple (1990), circumcision acts as a transition from the asexual world and incorporation of the initiate into the world of active sexual activity. There is increased interaction with people of the same age-set and girls. Girls also view the young circumcised males as potential future husbands. In spite of all cultural tutorials acquired, the young circumcised males are expected to continue staying with their parents for a period of at least three years before they are allowed to marry. Casual sexual intercourse is discouraged. This allows the parents to offer guidance and teachings in family life as they prepare the young adults for future marital responsibilities.

Through the bloodshed the young is symbolically bound to his ancestors. It also gives hope that the tribe will grow and not die out. At the time of the operation, the initiate is smeared with clay symbolizing death and admission into the spirit world of the community's ancestors. This is known as *khukhwingila*, meaning, admission or incorporation. When the initiates are recuperating they stay painted with white clay to appear different from the ordinary. They are assumed to be living as spirits. They do not converse with the ordinary people in the usual way and cannot exchange common greetings with them too. Their food is specially prepared and plates and other utensils are not shared.

By the end of the ceremonies and rites, the young people gained confidence that they belonged to in the community. Circumcision is compulsory for communities which embrace it. According to Chapple (1970), deviations from the general communal expectations were asynchronous and induced emotional stress. Fretting, mishandling a ritual object or any form of disparity automatically caused a disturbance and emotional stress. Successful circumcision was a sign of future success. Circumcision of boys also has a function of hygiene and medication. With foreskin

removed, the odour due to smegma is not experienced. It is also believed that it reduces chances of sexually transmitted infections. This is because the foreskin when left keeps germs, which, if there is no pocket would not have a chance to penetrate. Circumcision is also a corrective measure for children born with defective penises that cannot pass urine due to tight prepuce.

The above belief of abnormality is very similar to the rationale behind the routine circumcision of children in Western European countries for the purpose of preventative or as a cure for masturbation. Masturbation was feared to be the cause/foundation of such conditions and illnesses as blindness, mental illness, epilepsy, sexually transmitted diseases, alcoholism, paralysis, weakening memory and even listlessness. The masturbation hysteria was so unsettling to the medical practitioners that one wished to “tie, chain or infibulate sexually active children” to adorn them with grotesque appliances, encase them in plaster, leather or rubber, to frighten or even castrate them, (Romberg, 1985). Medical physicians believed that circumcision would cure the masturbation hysteria. Dr. Spratling was quoted by Bigelow, (2000) that in 1895 he promoted the surgery by saying, “it is undoubtedly the physician’s closest friend and ally” Hence, in order to be normal, the boys had to be circumcised a few days after birth. The wave for circumcision in Europe was high in the 19th century but is dying with increasing scientific studies and campaigns against circumcision.

Religious sacrifices, rites of passage, fertility masculinity, improved or decreased sexual pleasure, cleanliness, humiliation of adversaries, abandoning of groups, exhibition of pain tolerance, discouraging masturbation, and so on, are all expressed advantages of circumcision. The final argument is that circumcision has been shown to minimize the risk of males obtaining HIV through sexual contact by 60% (Chang'ach, 2013).

For the Maa community, the word circumcision is a complex term denoting multiple activities and meanings. People have been circumcised without needing to "cut" their foreskin in some unusual instances. Circumcision is referred to as "murratare" by Maa. The incision's main aim is to immobilize the initiates so that they can stay in one location and assist initiation (Floyd, 2017).

In Samburu, however, the word circumcision is referred to as *kemurrati*. Circumcision is frequently used interchangeably with devotion. Isolation, separation, transition, physical stress, removal of the foreskin from the penis, integration, and alliance are all included in Magesa & Leshabari's (2017) definition of the term. Maa enjoys several initiation rites throughout one's lifespan, therefore, this phrase might be vague. Even with the role defined here as circumcision – *murratare* – individual via multiple phases of initiation, a person may be inducted into a group of warriors, including the younger elders (Magesa & Leshabari, 2017).

However, authors such as Fogleman, McNeilland, and Krajcik (2011), Chang'ach (2013), and Magesa and Leshabari (2017) concur on one point: the scale of the importance of the function cannot be equated with the value assigned to the English word "circumcision." As a result, the term "circumcision" will be used in this presentation for want of a better one. The Samburu man reached a specific age after being ordained. According to Chang'ach (2013), the age adopted by initiates is not only a regular role, but it also marks the beginning of each member's devotion to his initiate and the community as a whole.

Each age group member must live up to society's expectations for that age group. After all, initiation is the beginning of specific social responsibilities, not social prestige. Circumcision, according to Kiptiony, Kariuki, and Kathuri (2012), is the climax of a cultural socialization process that begins at birth and does not include cutting the foreskin of the male or female genitalia. This

involves religious indoctrination of society's essential values, which serve as the foundational ideas that every adult must grasp.

### **2.3 Beading of Girls and KCPE Performance**

During the beading process, Moran brought a large number of beads, and other items belonging to the girl's mother to calm her down (Lpatilan, 2014). According to the clan, the process usually does not result in marriage, and pregnancy is prohibited. Girls who are not circumcised are still considered children, so giving birth is a taboo for them. However, when pregnancy is involved, pearl maidens may be forced to undergo traditional abortions or hand over newborns to other ethnic communities for infanticide or adoption. Some girls become pearls as early as three or four years old, while morans wait until they are older before having intercourse (Lesorogol, 2008).

*Nkishooroto e saen* (A Girl with Beads) is a Samburu traditional practice that forbids extramarital sex between Samburu warriors and young unmarried Samburu girls. The Sambur warrior (or moran as it was known) would give an uncircumcised lady a particular bead (*nkishooroto e saen e lmuran*) to symbolize the start of sexual relations (Lpatilan, 2014). When girls are pearls, they might be as young as nine years old. Negotiations between Moran's and the girl's mother, as well as, the girl's brother, who frequently becomes Moran, begin the process. The girl's mother erected a cabin for the couple named "singra", where Moran could access the girl for sexual contact when the relationship was established (Amzat & Razum, 2014).

The habit of Samburu girls beading dates back to when the Samburu community was separated into numerous generations. There is a great intergenerational struggle throughout the community, which results in a huge gap between the married and the unmarried. At that time, warriors were prohibited from dating married women (Kombo, 2016). There is also a ritual known as "*Lminong*,"

which prevents moran from eating meat at home in order to distinguish them from young and old (Njoroge, 2015). Soldiers were subsequently told to mingle only with girls, and that if they were discovered with the elders' wives, they would be cursed.

The objective of the beads, as previously stated, was to ensure and sustain the warriors' (morans) devotion to the safety of their communities and animals, particularly among clans. Like many other indigenous societies, the Samburu are divided into age and gender divisions, with each age group playing a vital role in the society. Children, warriors (morans), and the elderly are the three primary categories of Samburu males. The caretakers' children are assigned to assist the Samburu family with livestock care and other modest daily activities. The boy was circumcised at a young age in order to join the warrior age group known as Morans. These new responsibilities placed on the moran puts them at cross purposes with their education, as juggling between social responsibilities and education becomes difficult. The community also expects the morans to take up their responsibilities seriously and regard education as a secondary issue to their wellbeing, and thus the academic performance of the morans is impacted (Schlee, 2018).

Girls, married women, and older women are the three age categories of Samburu women. Samburu's daughters are also responsible for assisting their mother with household tasks and assisting the family with livestock maintenance. Samburu teenage girls undergo female genital mutilation (FGM) to prepare them for marriage. In the Samburu community, the Pearl Game is extremely important. As the findings of this study will indicate, pearls are worn for identification, attractiveness, and ornamentation, and girls who wear them are viewed in high regard and are respected (Freedman, 2016). Women are also wary of attending public events or gatherings without wearing beads, which are regarded as a symbol of beauty and cultural significance. Beads are also used to decorate Morans, and they are used in a variety of ways during the Samburu

cultural celebration (Mepukori, 2016). Kombo (2016) on the culture of beading of girls, which showed that once the boy is circumcised he will eventually bead the girl of his choice, and this act ultimately shifts the focus from academics to activities related to the circumcised boys' cultural expectations such as beading girls. While the culture of beading continues to persist within the Samburu community, the KCPE performance of the morans will always remain low as the society in general does not regard education to be something that can overtake cultural practices, such as beading. This situation not only diminishes the chances of the moran's getting proper education so that they can positively contribute to nation building, but perpetuates the cycle over future generations, thus leading to a situation whereby a whole community has few, if any, sufficiently educated individuals.

#### **2.4 Herding of Livestock and KCPE Performance**

Nomadic herders depend on their school-age children to raise animals and do other household chores that are essential for their survival (Ansell, 2016). Nomadic herders need flexible educational options that consider their children's work at home, schedule classes outside the nomadic working hours, while shifting education to agriculture (Hauck & Rubenstein, 2017). Participation in education, especially of pastoral children, is low; partly because families must weigh the relative costs and benefits of separating children from the non-formal learning that occurs in the formal education community (Elias & Abdi, 2010).

It has been revealed that some of the parents have allowed their children into working as herds' boys in cattle ranches. Thus, the activity provides a source of income to both the family and the child. In addition, some local tycoons engage primary school children in livestock farming at the expense of schooling. This form of child labour may be as a result of poverty and leads to children being denied education. Furthermore, in some instances, the boy may engage in cattle herding as a means of

providing funds for their siblings' education, thus placing unnecessary burden on the young adults (Nogler & Pertile, 2016).

Furthermore, herding of livestock sometimes exposes the children to security risks especially in insecure areas where, practices such as, cattle rustling and general banditry occur due to the continued existence of retrogressive practices (Muriithi, 2015). In Nandi County, culturally, a circumcised boy child should grow herding cattle and the girl child is to nurse babies and do household chores. Ansell (2016) adds that the ages of herds' boys range from seven to eighteen years, while the majority are between ages 12 to 18. This implies that they have little or no access to formal education. Majority drop out of school and most become shepherds, ending up with little or no education at all. In spite of these arguments, the study findings fail to articulate the relationship between cattle herding and academic performance. It can thus be concluded that, while herding of cattle is a cultural phenomenon depending on the background of the child, its impact on the education of a child could be very profound and cannot be overlooked when addressing the issue of KCPE performance especially among the communities in arid and semi-arid areas of the country of which Isiolo County is one.

## **2.5 Personal Autonomy and KCPE Performance**

The autonomy of an individual is the situation whereby an individual is independent of various support structures that they were dependent on beforehand (Amzat & Razum, 2014). As an individual matures and discovers new ideas and begins to explore their environment, their sense of autonomy begins to take root in their mindset. Such individuals may begin to feel that they may no longer need to consult their elders regarding certain matters since after they have been circumcised, they are given greater leeway within the community to undertake activities that they would normally not be able to undertake if they were not circumcised (Muriithi, 2015).



According to Oshana (2016), a distinction can be made between autonomy as a mere decision-making ability and autonomy as an aspiration. Agents who do not meet particular choice criteria are called non-autonomous with respect to that decision if autonomy is the ideal. It can operate on a local level in regard to specific activities and on a global level in connection to all agents. Autonomy has been condemned as a terrible ideal that promotes a damaging picture of human independence that overlooks the importance of social relationships and reliance (Oshana, 2016).

In many arid and semi-arid communities, a boy's circumcision marks his transition from a boy to a young adult. This essentially means that the boys officially begin the various processes and rituals necessary for him to be finally declared an adult within his respective community. For many of the boys, this is something that they are told about from an early age and they are always looking forward to undergoing the circumcision process (Muriithi, 2015). Furthermore, in pastoral communities, knowledge transfer between generations is a more apparent kind of learning; for example, a mother will teach her daughter how to manage her household and womanhood, among other essential life skills, and the girl child would be expected to educate the following generation. The same is true of elders who prepare circumcised boys for leadership positions in the community while training young fighters for community security (Lpatilan, 2014).

In addition, circumcision and rituals are performed in all farming communities, along with instructions in preparing for adulthood and marriage, to strengthen the autonomy of the future child. This guide also covers sex training. In this phase, children can also be involved in community service and continue their education. At this stage, marriage and work can be completed (Lpatilan, 2014).

All these factors make the circumcised boys feel that they are somewhat autonomous, and thus can make decisions on their own. This is detrimental, especially within a school setting, whereby the circumcised boys may not be willing to abide by the set guidelines of the schooling environment. This is especially pronounced when the teachers in the school are females, as the circumcised boys are not encouraged to recognize the authority of women (Mepukori, 2016). This can be exemplified by an incident that took place in a primary school in Samburu County in the year 2017, whereby a female teacher was assaulted by young circumcised boys as they felt that they could not take instructions from her and thus resorted to assaulting her. This decision was due to the autonomy that the boys enjoyed by virtue of being circumcised, and they were unlikely to face any disciplinary action from their community, and may instead be praised for their actions. This praise, while valued within the community, is sure to push the morans towards not listening to their teachers, or undermining their authority, which would ultimately impact on their academic performance (Mepukori, 2016).

In other instances, it has been reported that the circumcised boys are required to engage in dangerous activities such as cattle rustling. Such practices are often carried out against rival communities and can easily lead to many deaths, especially for the young boys who do not have the necessary experience to successfully carry out a cattle raid. Because of the autonomy they have as individuals, many circumcised boys choose to take part in the raids as it helps them to quickly build up their reputation within the community as warriors, while diminishing their academic performance as they dedicate more time away from learning activities (Lpatilan, 2014).

## **2.6 Family Responsibilities and KCPE Performance**

When a young boy is circumcised, he automatically takes up additional responsibilities within the family set up, as he is now considered to be an adult. According to Gatwiri and McLaren (2016), children who work in order to support the family at an expense of their education are abused in the workplace, which in turn affects their education. This is especially pronounced for the boys in the family, who are expected to immediately play a part in ensuring that they are socially and economically contributing to the family.

Apart from this, circumcised boys are also expected to spend most of their time looking after sheep, goats or cattle. This leaves them with very little time to focus on their schooling and this has a negative impact on their KCPE performance since they have little time to focus on learning. Furthermore, the boys may be expected to look after family members who may be sick, or are unable to handle some of their day to day responsibilities. In both instances, the circumcised boys may find that they are forced to skip school, or when they are in schools they are very tired from their responsibilities at home. Apart from diminished academic performance, the boys fail to socialize appropriately as they cannot find time to interact with their age mates, and may end up not being properly and socially adjusted (Kelley, French, Bountress, Keefe, Schroeder, Steer, & Gumienny, 2007).

In other instances, the lack of finances within the family may also force the boy to take up odd jobs so as to supplement the family income. This is especially true for families that may have a single parent, especially the mother. Family duties may have a detrimental impact on the boy's psychological and physical well-being, which eventually may have an impact on his academic performance because he must spend more time outside of school to generate money (Gatwiri & McLaren, 2016). Apart from the above factors, the circumcision of boy's, early marriage by the

young boys, hence, affecting their KCPE performance as they tend to take care of their new families, as well as, attending school, which they are not fully prepared for. This is particularly noticeable in communities in the country's arid and semi-arid regions. The boys are expected to take care of their new families as schooling is not a priority for many members of the community. Despite the support they may receive from their immediate family members of clan, they are still expected to focus their energy on the wellbeing of their new family, and by extension their original family (Bridgeman & Lind, 2016).

## **2.7 Theoretical Framework**

This research is based on Emile Durkheim's functionalist perspective, which was refined by Robert Merto, Talcott Parsons, and others, as cited by Zastrow and Ashman (2019). According to this theory, society is a well-organized structure in which the majority of its members share common values and conventions. Institutions, groups, and responsibilities converge to form a single entity. Because they accept the norms and regulations, community members do what is necessary to sustain a stable society. Two propositions are central to functionalism. First, each civilization is a unique operating unit, and second, the social order and cultural forms created in a society have functional value in respect to the individual's psychological demands. For this study, the theory serves as a model. This is due to the fact that the Samburu community is made up of diverse cultural traditions that have come together to produce a well-organized, coherent, and functional structure. Circumcision has an important role in the cultural hierarchy.

No event in life, according to Knox (2019), is more significant than this one. Circumcision has a strong emotional impact on initiates who work to modify their focus, tastes, and eventually pursue education, in addition to physical changes. Young Samburu take on new social roles and obligations after circumcision. Circumcision enhances a man's honor and elevates his social status.

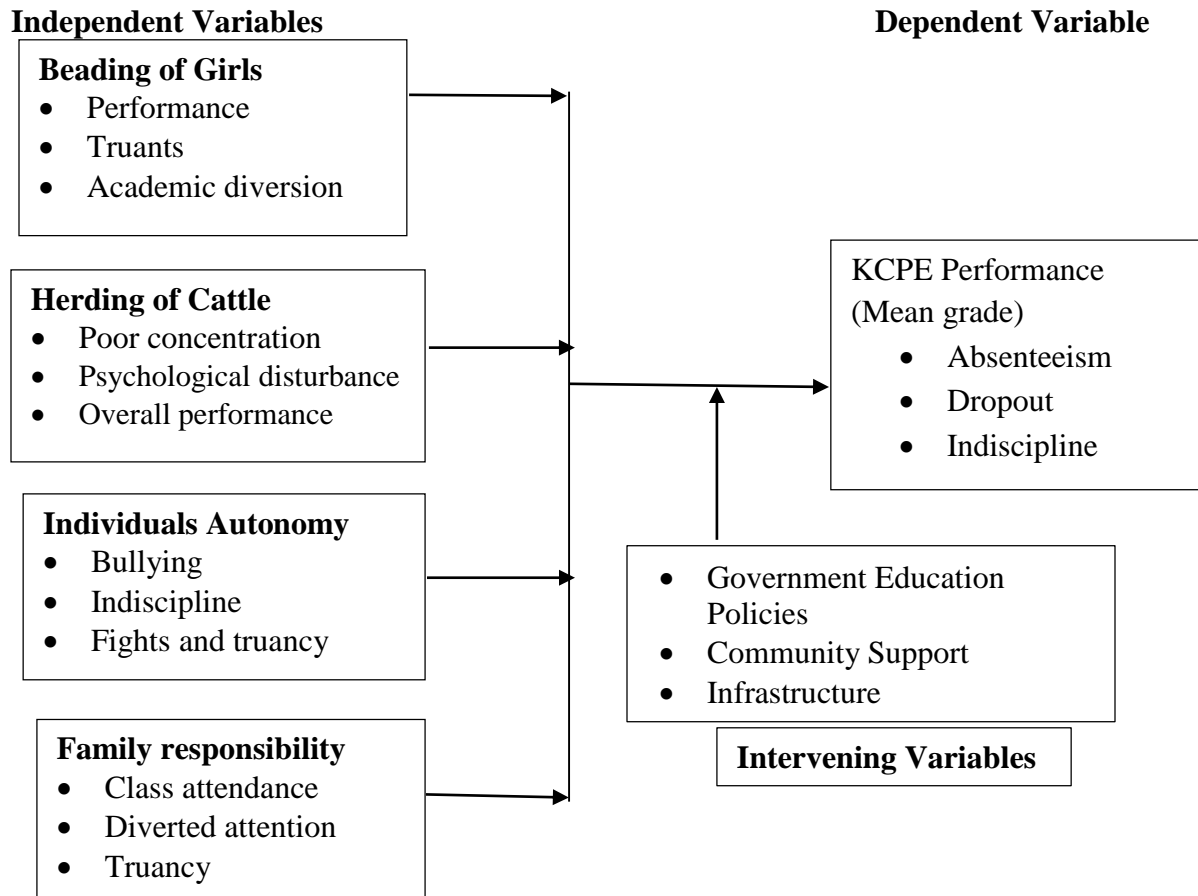
The introduction of new ideas from Western education, which were plainly pressed to become part of an existing functional whole, have resulted in dysfunctional tendencies, which is the study's main issue.

According to the functionalist viewpoint, systems tend to resist social change, and change is deemed detrimental unless it occurs gradually. Westernization's developments in the Samburu system, particularly through schooling, put the positions historically held by circumcised males in jeopardy. The postures defined by circumcision rites, on the other hand, did not change appreciably. This dilemma could be to blame for the young circumcised Samburu's lack of interest in school. Psychologically, they are expected to exhibit behaviour that is consistent with an adult's code of ethics. His environment had changed as he was no longer allowed to associate freely with uncircumcised men and how had to react, specifically to women.

Our schools have all of the above stakeholders and requires impartial collaboration to be successful. The new status alienates young people and affects their schooling aspirations. On average, psychosocial factors intervene and affect the dependent variable of educational efficiency. The religious indoctrination of the community's essential beliefs, which define the key concepts that every adult in society is supposed to know, is a part of Samburu circumcision. In a nutshell, this idea claims that one organ can impact others, and eventually the whole, through interconnectedness and interdependence. They can all have an impact on one or more social institutions. Members of the system are required to respond in specific ways based on their positions, which are defined by connection agreements. This study conceptualizes that boy's early circumcision is accompanied by a network of problems. The study will investigate influence of boy's early circumcision on discipline, KCPE performance, drop out and enrolment of circumcised boys in primary school in Isiolo Central Sub County, Isiolo County.

## 2.8 Conceptual Framework

The study's conceptual framework depicts the link between the study's independent, dependent, and intervening variables. In this study, the independent variables are beading of girls, herding of cattle, autonomy of individuals and family responsibilities. The dependent variable is the KCPE performance of the circumcised boy.



**Figure 2. 1 Conceptual framework on variables in the study**

**Beading of Girls:** -A girl with beads is a Samburu cultural tradition that permits extramarital sex between Samburu males in the "warrior" age group and young Samburu girls (typically 9 to 15 years old) who have not met the marriage criteria because they are not eligible. mature wedding. This variable was measured by performance, truants and academic diversion.

**Herdling of Cattle:** - This is the care of cattle, which is primarily used as a source of income for many people in arid and semi-arid regions. The study looked into the effect of herding on the KCPE performance of boys in elementary schools in Isiolo County's Isiolo Central Sub County. This variable was measured by poor concentration in class, psychological disturbance and the overall performance of boys.

**Autonomy of Individuals:** -Individual autonomy refers to the freedom or authority that circumcised boys assumed, as well as the impact this has on their academic achievement in elementary schools in Isiolo Central Sub County. This variable was measured by bullying; indiscipline and fights and truancy.

**Family Responsibilities:** -Family responsibilities are the functions or activities that the circumcised boys undertake within the household, and the research sought to identify how many circumcised boys have responsibilities at home. This variable was measured by class attendance, diverted attention from classroom and truancy.

**KCPE Performance:** - This is the dependent variable of the study. The goal of the study was to see how each of the independent variables affected the KCPE results of boys in elementary schools in Isiolo Central Sub County, Isiolo County. This variable was measured by the parameter of an individual's mean grade. However, the effects of the independent variables on schooling could be measured by the levels of absenteeism, dropout rate and school indiscipline.

**The Intervening variables** (government education policies, community support and infrastructure) can influence the relationship between independent variables and the dependent variable. Since the study was done in a smaller area (Isiolo Central Sub-County) with more or less the same environmental and social economic situation, it was assumed that these indicators would have insignificant impact on the pupil's academic performance. Consequently, the three variables were not measured.

## **2.9 Synopsis of Chapter Two**

The second chapter included a synopsis of the first, a discussion of the theoretical and conceptual foundations, a look at the empirical literature of the study variables, and a discussion of the gaps in our understanding.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter introduces how the study was conducted with the aim of obtaining relevant, up-to-date and reliable information. There are sections on the research design, target population, sampling technique, data collection instruments, pilot study, data collection procedure, and data analysis. Ethical issues that were adhered to during the research are also discussed.

#### **3.2 Location of the Study**

This study was carried out in Isiolo Central Sub-County, Isiolo County. Isiolo County is located in Kenya's old Eastern Province. It is county number 011 and located in the upper eastern region of Kenya. It borders seven counties with Garissa County to the east, Wajir County to the North East, Meru County to the South West, Samburu County to the East, Marsabit County to the North west, Kitui County to the South West and Tana River County to the South East. Isiolo, the County capital and largest city, has a population of 268,002 people (2019 census). Arid or semi-arid lowlands characterize the landscape. In 2018, the County was divided into two constituencies (Isiolo North and Isiolo South), three sub-counties, and ten wards. There are ten assembly departments, 71 sites, and 144 sub-locations in the County. There are 213 ECD centers with an enrolment of 5148 pupils, 124 primary schools of which 107 are public and 17 are private schools. The study location had been chosen because the schools in the area had experienced low performance, high pupils drop out and indiscipline for many years, especially during boy's circumcision time (Chang'ach, 2013).

### **3.3 Research Design**

This study adopted a cross-sectional design of descriptive research. According to Bloomfield and Polling, according to Fisher (2019), is a way of acquiring information by asking questions or presenting a sample of a questionnaire. It can be used to collect data about people's views, opinions, habits, and other educational and social issues. Descriptive methods are often used to obtain useful data to evaluate current practice and to provide a basis for decision making. This method is important for research because it considers the frequency of responses to the same question from different respondents. The researcher sought to establish the relationship between early circumcision of boys on the KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County. Quantitative techniques meant measuring numerical values.

### **3.4 Target Population**

Creswell, (2009) considers a target population as the entire group of individuals or objects from which the researcher aims to gather useful information. In the current study, the target population was the 195 teachers and 294 early circumcised boys in class eight (District Education Office, 2020) within the 13 primary schools in Isiolo Central Sub County. Consequently, the target population was 489 respondents. The teachers were targeted as they could give accurate information on the KCPE performance of the students, while circumcised boys could give information on the activities that they have had to undertake since they were circumcised and influenced in their KCPE performance.

**Table 3. 1 Target Population**

| <b>Category of</b>                    | <b>Number</b> |
|---------------------------------------|---------------|
| Teacher                               | 195           |
| Early circumcised boys in class eight | 294           |
| <b>Total</b>                          | <b>489</b>    |

**Source: SCDE Isiolo Central Sub County (2020)**

### **3.5 Sample Size and Sampling Procedure**

The process of picking a specified number of individuals or objects from a population in such a way that the selected group comprises items that represent the complete group's characteristics is known as sampling (Bloomfield & Fisher, 2019). The sample is a small portion of a larger population that is supposed to reflect the whole. The study used census-sampling method where all the 13 primary schools in Isiolo Central Sub County were studied. There was also a stratified random sample technique applied, with two groups: teachers and early circumcised males in class eight. They were therefore, easily affected by so many destructors such as cattle rustling and early marriages which in turn affected their academic performance. The sampling for early circumcised boys in class eight was determined using systematic sampling. Each class eight was sub-divided into three groups using average performance of the previous term. In each group, the first pupil was picked making a total of three pupils in each school. From the thirteen schools, a total of thirty-nine (39) pupils were selected. However, there were five schools with high population and in order to give equal representation, an extra pupil was chosen from the five schools bringing the total early circumcised boys in class eight to forty -four (44). According to Saha, Khoo, Lee, and Haq (2019), a desirable sample size is between 10% and 40% of the

accessible population. For both pupils and teachers combined, the sample be used was 15%. This gave a sample of 29 teachers and 44 early circumcised boys.

Out of the one hundred and ninety-four (194) teachers, the class teachers and guidance and counselling teachers were purposively selected. This is because they were believed to interact with early circumcised boys in the class. This made a 15% of the targeted population for teachers. The sample size is indicated in Table 3.2.

**Table 3.2 Sampling Matrix for Respondents**

| <b>Category of Respondent</b> | <b>Population</b> | <b>Sample (15%)</b> |
|-------------------------------|-------------------|---------------------|
| Teachers                      | 195               | 29                  |
| Circumcised Boys              | 294               | 44                  |
| <b>TOTAL</b>                  | <b>489</b>        | <b>73</b>           |

### **3.6 Research Tools**

Questionnaires were used to collect data for the study. In research, a questionnaire is defined as an instrument that is used by researcher to gather intended survey data especially where a large sample is involved (Kombo & Tromp, 2006). Questionnaires are considered essential in research as they allow the true identity of those participating in the survey to remain anonymous, thus, making them to feel free to answer the questions posed without the fear of being victimized (Orodho, 2005); Mugenda & Mugenda, 2003). Questionnaires were used because the target population constituted literate participants who were able to read and understand the questions, as well as, allow greater uniformity of questions. Questionnaires save on time used in data collection and also ability to gather more information and in a reasonably quick space of time.

One questionnaire was for teachers, and the other was for circumcised boys. The respondents' demographic information was sought in part A of the surveys, while statements about girls' beading were found in area B. Section C had questions on cattle herding; Section D had questions on cattle personal autonomy; Section E had questions on cattle family responsibility while Section F had questions on KCPE Performance of early circumcised boys.

### **3.7 Pilot testing of a research instruments**

Prior to collecting data, the researcher conducted a pilot study in three primary schools in the Oldonyiro area of Isiolo Central Sub County to ensure that the instruments were valid and reliable. A pretest of data collection instruments was done on a nearby three selected schools from Oldonyiro Division that had similar conditions (semi-arid) and characteristics with Isiolo Central Sub County. The schools were Kipsing Primary School, Lobarshereki Primary School and Lenguruma Primary School and targeted three teachers and four students randomly selected from the three schools. The three selected schools in Oldonyiro were not included in the main study.

#### **3.7.1 Validity of the research instruments**

The extent to which a test measures what the researcher actually wants to evaluate is referred to as validity. To determine the validity of the research instruments, several actions were taken. First, experts from the Kenya Methodist University reviewed the contents of the instruments. Second, the researcher double-checked to ensure that all of the items were relevant to the study's goals. Thirdly, the results of piloting were used to check for any ambiguities, in addition to checking the time the administration of instruments would take. The researcher then made any adjustments required.

### 3.7.2 Reliability of the research instruments

Reliability, according to Cohen, Manion, and Morrison (2017), is a measure of a research tool's capacity to produce consistent results or data following repeated tests on the same issue. During the pilot phase, the tool was administered to the target individuals twice at two-week intervals to examine the questionnaire's reliability. The reliability coefficient was estimated by correlating the results from the two administrations using the Pearson correlation coefficient method. A correlation coefficient reliability index of 0.73 was obtained. Since the lowest permissible correlation value is 0.70, a correlation coefficient of 0.73 indicates that the questionnaire was credible for the study (Emerson, 2015).

**Table 3. 3 Reliability Summary**

|                                | <b>Cronbach's Alpha</b> | <b>No. of Items</b> |
|--------------------------------|-------------------------|---------------------|
| <b>Beading of girls</b>        | .927                    | 8                   |
| <b>Cattle Herding</b>          | .920                    | 7                   |
| <b>Personal Autonomy</b>       | .907                    | 4                   |
| <b>Family Responsibilities</b> | .919                    | 4                   |
| <b>KCPE Performance</b>        | .933                    | 11                  |

A summary of the pilot study results are indicated in Table 3.3. Tests have shown that the scales used to collect the data were very reliable for all targeted objectives. Questions that were used to measure the performance of the KCPE variable had the highest level of internal consistency, while those that were used to measure personal autonomy had the lowest level of internal consistency.

### 3.8 Data Collection Procedure

The Kenya Methodist University Postgraduate Studies was requested for a letter to enable the researcher to seek for authority to carry out the study, from the National Commission of Science, Technology, and Innovation. The County Commissioner and the County Director of Education

were also approached for authorization. The researcher then set up a meeting with the principals of the sampled schools and sent a cover letter requesting a survey of the schools on the designated day. The purpose of the visit was to get to know each other and establish contact.

After granting of authority to start collecting data, the researcher visited the teachers in the sample schools. The researcher organized with the teachers on how to meet with the students in the sample at various times to conduct the questionnaire. When the time came to administer the instrument, the researcher asked the pupils in the sample to be placed in a classroom. A quick overview of how students should complete the questionnaire was provided. In closed questioning, the team addressed questions from students. The students were requested to hand their questionnaire to the researcher when they went outside after completing the exercise to ensure 100% collection. The teachers were subsequently handed questionnaires, which were completed and collected three days later.

### **3.9 Data Processing and Analysis Procedures**

The fact that closed-ended questionnaire items were used meant that the data received was mainly quantitative. The data was sorted, coded (assigned numerical values) and categorized to enable the information to be easily analyzed. Descriptive statistics, (percentages and frequencies) were used to summarize the data. Inferential statistics, such as, correlation analysis and regression analysis were also used in the data analysis. Data was analyzed through quantitative and qualitative techniques. The quantitative analysis involved the use of numeric measures to evaluate the objectives of the study. The numerical values were assigned to questionnaire responses and subjecting the same responses to the SPSS software. The analysis was then done based on descriptive statistics. The researcher then used the mean, mode, frequency and percentages to describe the data sets. Data was presented in form of tables and charts. To make the results easier

to understand, graphs, charts, and tables were used. Relevant explanations accompanied each set of results, with relevant conclusions arrived at in relation to the set objectives.

Linear regression analysis was used to assess the connection between the independent variables: beading of girls, cattle herding, personal autonomy and family responsibilities against the dependent variable; KCPE performance of circumcised boys in Isiolo Central Sub County, Isiolo County. A regression model was employed to illustrate correlation between the independent factors and the dependent variable

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + e$$

Where:

Y - KCPE performance of circumcised boys

X<sub>1</sub> - Beading of Girls

X<sub>2</sub> - Cattle Herding

X<sub>3</sub> - Personal Autonomy

X<sub>4</sub> - Family Responsibilities

e = error

$\beta_0$  = Y- Intercept

$\beta_1$ -  $\beta_4$  = Regression Coefficients

### **3.10 Ethical Consideration**

Ethical considerations are a moral stance that entails conducting survey aimed at achieving both the high professional standards of technical procedures as well as maintaining respect and protection for the respondents who willingly contested to participate in the survey (Payne and Payne 2014). At all stages of the research, professional ethical standards were noted and observed.



The research proposal was submitted to Kenya Methodist University to seek permission to undertake the survey. The researcher also sought consent from the National Council of Science, Technology and Innovation (NACOSTI) to carry out the study. Voluntary participation and informed consent were obtained from the respondents, and a guarantee was given to them that their responses were only used for the stated purposes. In addition, the privacy and confidentiality of the respondents and their information were upheld and secured. Data and information obtained from other people's work in the literature review were acknowledged professionally. Lastly, the researcher was bound by law to consider the risks involved in the research and disclose them to the potential respondents so that they could make informed decisions concerning whether to be involved in the study or not (Coolican, 2013).

From the beginning to the conclusion of the survey all relevant procedures were adhered to. These included; permission to undertake the survey to was obtained from relevant authorities. The sensitivity of the research topic was considered by the researcher while designing instruments to be used in data collection by determining what was permissible and not permissible. Thereafter, the consent of the participants was obtained which suggest that the principle of informed consent guided the survey. Voluntary participation was granted to the respondents. Also, in order to get the respondents consent, the researcher explained the objectives and goals of the survey prior to collecting data. The findings of the survey were made known as the anticipated outcomes were shared with various relevant institutions especially policy makers, participating institutions and the information centers. The information collected was treated with confidentiality and was used only for study work. In the final report, the participant's identity was withheld in order to protect them and the respondent's answers were structured well to avoid those that could breach the

respondents' confidentiality. Acts of misconduct especially plagiarism and data fabrication were avoided by the researcher

### **3.11 Synopsis of Chapter Three**

The third chapter, research methodology, included a synopsis of the first and second, location of the study, research design, target population, sample size and sampling techniques / procedures, research tools, piloting of research instruments, data collection and analysis techniques and ethical considerations of the study.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents the research results. For clarity and chronology, it is organized according to the four research questions that the research sought to achieve, based on objectives. However, the first section contains basic information about the respondents, as this may be relevant for interpreting the data they provide. As a result, the introduction, basic information on the respondents, and the research questions that this study attempts to address are divided into three subsections in this chapter.

#### 4.2 Response Rate

Sixty-five (65) out of the 73 responded to the issues under the study. This formed a large percentage; that is, 89% as indicated in Table 4.1

**Table 4.1 Response Rate**

| <b>Respondents</b> | <b>Sent Questionnaire</b> | <b>Returned Questionnaire</b> | <b>Percentage</b> |
|--------------------|---------------------------|-------------------------------|-------------------|
| Teachers           | 29                        | 26                            | 89%               |
| Pupils             | 44                        | 39                            | 89%               |
| Total              | 73                        | 65                            |                   |

A total of 26 out of 29 teachers (89%) and 39 out of 44 students (89%) responded, resulting to an 89% response rate. According to Bloomfield & Fisher, (2019), 50% response rate is sufficient for analysis and reporting; a 60% response rate is acceptable, and a 70% or higher response rate is

excellent. Consequently, the response rate in this study was excellent and formed an acceptable data base for analysis purposes.

### 4.3 Demographic Information of the Teachers

The survey gathered information on the demographic characteristics of the teachers. The results are broken down in terms of gender, education level and teaching experience as shown in Table 4.2

**Table 4.2 Demographic Information of the Teachers**

|                            |                    | Frequency | Percentage |
|----------------------------|--------------------|-----------|------------|
| <b>Gender</b>              | Male               | 16        | 62%        |
|                            | Female             | 10        | 38%        |
| <b>Education Level</b>     | P1 certificate     | 12        | 48%        |
|                            | Diploma            | 8         | 32%        |
|                            | Undergraduate      | 4         | 15%        |
|                            | Post graduate      | 2         | 5%         |
| <b>Teaching Experience</b> | Less than 1 year   | 1         | 5          |
|                            | 1-5 years          | 12        | 48         |
|                            | 6-10 years         | 6         | 24         |
|                            | 11-15 years        | 5         | 20         |
|                            | 16 years and above | 1         | 3          |

The statistics obtained indicate that most participants were male at 62% and the female at 38%. This indicates that there were relatively more male respondents in the study in Isiolo Central Sub County than there were female teachers. Nevertheless, both genders were well represented, and this ensured that the results were not skewed towards the views of a single gender.

At the education level, the survey results also show that 48% of respondents have a P1, 32% had a diploma as a level of education, 15% had a bachelor's degree and only 5% had a postgraduate level. education. These results indicate that most of the teachers employed by the Central Isiolo County have P1 certification and were therefore sufficiently informed to provide research-related information. It also indicates that Isiolo Central Sub County was staffed with well qualified teachers as per the current TSC staffing standards.

On teaching experience, the results showed that twelve out of twenty-six teachers (48%) had between one and five years of teaching experience, while 24% (6) of the teachers had between six and ten years of teaching experience. In addition, 20% of the responders (5) had more than eleven years of teaching experience. The findings revealed that the majority of the teachers had sufficient teaching experience and hence felt comfortable responding to the questionnaire's objectives. This indicates further that any newer teacher posted in the area had sufficient role models if the teachers were performing as per their expectations.

#### **4.4 Background information of the Pupils**

The survey also gathered information on the characteristics of the students. The results are broken down in terms of gender and age as shown in Table 4.3.

**Table 4.3 Demographic Information of the Pupils**

|                      |             | <b>Frequency</b> | <b>Percentage</b> |
|----------------------|-------------|------------------|-------------------|
| <b>Gender</b>        | Male        | 39               | 100%              |
| <b>Age of Pupils</b> | 5-9 years   | 16               | 47%               |
|                      | 10-14 years | 23               | 53%               |

The study sought to establish gender characteristic of pupils. The study sought to obtain data from the early circumcised boys in class eight and therefore, all the respondents (100%) were male. The

majority of the circumcised boys (53 percent) were between the ages of ten and fourteen, while 47 percent (16) of the students were between the ages of five and nine. The results show that most of the students were within the correct age bracket of either being circumcised or are almost being circumcised and thus could adequately respond to the study objectives.

#### 4.5 The Influence of Beading of Girls and KCPE Performance

##### 4.5.1 Teacher Responses on the Beading of Girls

The study's primary goal was to look into the impact of girls' beading on the performance of early circumcised boys. Using a Likert scale of 1-5, the respondents were required to indicate their level of agreement with various statements in which 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5=Strongly Agree. In the analysis, 1 and 2 were collapsed into Disagree, while 4 and 5 were collapsed into Agree

This pattern was followed for all the Likert scale statements in the whole of the study.

**Table 4.4 Teacher Responses on the Beading of Girls**

|  | <b>D</b> |          | <b>U</b> |          | <b>A</b> |          |
|--|----------|----------|----------|----------|----------|----------|
|  | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> |
| Pupils exposed to boy's beading of girls always perform well in KCPE   | 1        | 4%       | 3        | 14%      | 22       | 82%      |
| Pupils' KCPE performance is influenced by exposed boys to beading of girls being truant.                     | 9        | 32%      | 5        | 20%      | 12       | 62%      |
| The boy child beading of girls enjoys attending games and sports, hence diverting their focus from academics | -        | -        | -        | -        | 26       | 64%      |

The results in Table 4.4 show that 62% of the boys who are exposed to the practice of beading of girls influenced their KCPE performance. Furthermore, 64% of the respondents indicated that boys

who were exposed to the practice of beading of girls could not focus on their academics as they are more interested in attending games and sports activities rather than school work. The study further showed that the circumcised boys who had practiced beading of girls did not perform well in their KCPE as depicted by majority at 82%. These results concur with a study carried out by Kombo (2016) on the culture of beading of girls, which showed that once the boy is circumcised he will eventually bead the girl of his choice, and this act ultimately shifts the focus from academics to activities related to the circumcised boys' cultural expectations such as beading girls. As long as the culture of beading continues to persist within the Samburu community, the KCPE performance of the morans will always remain low as the society in general does not regard education to be something that can overtake cultural practices, such as beading. This situation not only diminishes the chances of the moran's getting proper education so that they can positively contribute to national building, but perpetuates the cycle over future generations, thus leading to a situation whereby a whole community has few, if any, sufficiently educated individuals.

#### 4.5.2 Pupils Responses on the Beading of Girls

**Table 4.5 Pupils Responses on the Beading of Girls**

|   | <b>D</b> |          | <b>U</b> |          | <b>A</b> |          |
|---|----------|----------|----------|----------|----------|----------|
|   | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> |
| Pupils exposed to boy's beading of girls always perform well in KCPE  | 9        | 21%      | 7        | 18%      | 24       | 61%      |
| Pupils' KCPE performance is influenced by exposed boys to beading of girls being truant.                      | 9        | 22%      | 9        | 22%      | 22       | 56%      |
| The boy child beading of girls enjoys attending games and sports, hence diverting their focus from academics. | 23       | 59%      | 5        | 12%      | 11       | 29%      |



The results in Table 4.5 showed that 61% of the pupils did not think that pupils exposed to boy's beading of girls always performed well in KCPE, though it is widely acknowledged that this practice was widespread. Furthermore, the pupils agreed that pupils' KCPE performance was influenced by exposed boys to beading of girls being truant, as depicted by 56% of the pupils. The pupils also disagreed that the boy child beading of girls enjoys attending games and sports, hence diverting their focus from academics, as depicted by 59%. This can be attributed to the fact that the uncircumcised boys engage in far less activities within the community unlike their circumcised counterparts, and thus they can focus their energy and time on academic work.

These findings matched those of Gatwiri and McLaren (2016), who observed that once a young boy was circumcised within the Samburu culture, the practice of beading was guaranteed. This practice led to the circumcised boys losing concentration in classwork, leading to an overall decline in academic performance of the circumcised boys. From the findings, it is clear that many pupils did not have a choice when it came to circumcision, and the accompanying expectations, which they were not prepared for adequately.

Furthermore, they owed their loyalty to the community elders, who had strict expectations of the new Moran's and going against their wishes was not an option for most of the pupils despite the fact that they were not yet mature. These boys were coerced into taking part in activities that a good number would rather forego and focus on education, while others would enthusiastically take part in these activities, especially those who struggled academically. This disconnect between the pupils who wanted to study and those who would rather take up other community activities meant that for the majority of the pupils, the prospect of ever completing the whole primary school cycle was very low. This fact would eventually have an influence over their future lives in terms of earning potential, family life and social standing.

The study revealed that beading of girls was widely practiced by the circumcised boys in Isiolo Central Sub County, Isiolo County. In an effort to maintain their culture and societal expectations, the circumcised boys had to identify and bead a girl of their choice at the earliest possible opportunity. The age of the beaded girl varied but some of the beaded girls were very young, and once beaded the boys were now more interested in immersing themselves in their culture and the different practices that they could now undertake. This consequently meant that they had less interest in academic work and thus their academic performance starts to decline, and they would eventually due to a lack of interest, they drop out of school.

Furthermore, the practice of beading also leads to unexpected outcomes such as pregnancies. This would mean that the circumcised boy now had a family by default, and they would not be prepared mentally to handle their newfound responsibilities and thus could not focus on academic work as they found ways to handle the situations they found themselves in. Thus, it can be concluded that the beading of girls has an impact on the KCPE performance of the circumcised boys.

#### **4.6 The Influence of Herding of Cattle on the KCPE Performance**

##### **4.6.1 Teacher Responses on Herding of Cattle**

The study sought to investigate the influence of herding of cattle on the KCPE performance of circumcised boys. Using a Likert scale of 1-5, the respondents were required to indicate their level of agreement with various statements on herding of cattle.

**Table 4.6 Teacher Responses on Herding of Livestock**

|  | <b>D</b> |     | <b>U</b> |     | <b>A</b> |     |
|--|----------|-----|----------|-----|----------|-----|
|  | F        | %   | F        | %   | F        | %   |
| Pupils subjected to boy's herding of cattle always perform well in KCPE.   | 9        | 34% | 3        | 12% | 14       | 54% |
| Poor concentration of the children subjected to boy's herding of cattle adversely influence their KCPE performance | 7        | 29% | 3        | 12% | 16       | 59% |
| Pupil's KCPE performance is influenced by psychological disturbance of boys subjected to herding of cattle.        | 5        | 21% | 4        | 14% | 17       | 65% |
| Circumcised Boy's herding of cattle does not really influence the KCPE performance.                                | 3        | 12% | 2        | 9%  | 21       | 79% |
| Circumcised boy's herding of cattle really influences the school overall performance.                              | 4        | 17% | 2        | 9%  | 20       | 74% |

The results in Table 4.6 showed that the teachers felt that herding of cattle led to poor performance of the circumcised boys as depicted by 54% of the teachers who agreed with the statement. Furthermore, when asked if herding of cattle does not influence KCPE performance, the responses were that herding of cattle influenced KCPE performance, as indicated by 59%. The results also showed that herding of cattle led to poor concentration, psychological disturbance and a decline of overall academic performance as depicted by 79% and 74% respectively.

It can be deduced that the pupils that are subjected to cattle herding performed poorly in KCPE. This is especially for pupils who come from families with large numbers of animals. This is because there must be enough people to take care of the livestock. The long distances that needed to be covered so as to find water and pasture affected the KCPE performance of the pupils.

#### 4.6.2 Pupils Responses on the Herding of Livestock

The study also sought to investigate pupils' responses on the influence of herding of cattle on the KCPE performance of circumcised boys. Using a Likert scale of 1-5, the respondents were required to indicate their level of agreement with various statements on herding of cattle as indicated in table 4.7.

**Table 4.7 Pupil's Responses on Herding of Livestock**

|  | <b>D</b> |     | <b>U</b> |     | <b>A</b> |      |
|--|----------|-----|----------|-----|----------|------|
|  | F        | %   | F        | %   | F        | %    |
| Academic performance is influenced by cattle herding                       | 29       | 74% | 4        | 9%  | 7        | 17%  |
| Cattle herding influences concentration levels in class due to being tired | 5        | 12% | 4        | 9%  | 31       | 79%  |
| Boys sometimes fail to attend school as expected to herd animals at home   | -        | -   | -        | -   | 39       | 100% |
| Herding of livestock is risky at times as one can meet bandits on the way  | 23       | 59% | 5        | 12% | 11       | 29%  |
| Herding of cattle does not really influence the KCPE performance of boys.  | 12       | 12% | 5        | 12% | 23       | 59%  |

The results in Table 4.7 showed the pupils felt that their academic performance was not influenced by herding of livestock, as depicted by 74%. This outcome can be due to the fact the pupils may not be able to comprehend or see a clear correlation between their negative academic performance and their herding of livestock. The findings also revealed that the students agreed that herding animals affected their attention levels due to the exhaustion of travelling long distances in search of water and pasture for the livestock. Furthermore, the pupils stated that they were expected to herd livestock at home, as depicted by 100%. The security risk was also indicated as a concern by the pupils as they feared coming up against bandits, who sometimes were heavily armed.

These findings are in line with those of a study conducted by Nogler and Pertile (2016), who found that herding of livestock was an important activity for the circumcised boys, and many pastoralist communities expected their circumcised boys to take care of the livestock. While this practice was beneficial to the family and community at large, it was detrimental to the academic performance of the circumcised boys as they spent considerable amounts of time looking after the animals, thus leaving almost no time to focus on their academic work. The results illustrated the fact that a number of pupils were forced to herd livestock out of lack of others to take care of the same. In some cases, the pupils may actually have wanted to herd cattle as they felt that they were not getting what they desired from the classroom. This negative attitude meant that the pupil's KCPE performance would be influenced negatively.

The study revealed that herding of livestock was a common practice in the study area, as pastoralism was widely practiced in the region. Culture and traditions meant that the circumcised boys had to take care of the livestock of their families, and academic work was not as important when compared to herding of livestock. This implies that the boys were responsible for ensuring that the cattle had adequate food and water, as well as the ability to travel large distances in quest of the same. This is detrimental to the academic pursuits of the boys, as herding of livestock was a tiresome activity and they would most certainly be exhausted once they return from grazing the livestock. This implies that they would simply fail to attend school consistently. This would have a negative effect on their KCPE performance due to lack of attention on what was learnt or due to class absentism.

## 4.7 The Influence of Personal Autonomy on the KCPE Performance

### 4.7.1 Teacher Responses on Personal Autonomy

The goal of the study was to find out whether an individual's autonomy has an impact on circumcised boys' KCPE scores. Using a Likert scale of 1-5, the respondents were required to indicate their level of agreement with various statements on the individual's autonomy. Table 4.7 displays the mean rating of the responses from the teachers

**Table 4.8 Teacher's Responses on Individual Autonomy**

|   | <b>D</b> |     | <b>U</b> |     | <b>A</b> |      |
|---|----------|-----|----------|-----|----------|------|
|   | F        | %   | F        | %   | F        | %    |
| Circumcised Boy's autonomy negatively influences the boys' KCPE performance.  | -        | -   | -        | -   | 26       | 100% |
| Pupils KCPE performance is influenced by children desire to emulate the circumcised boys' deeds.                        | 16       | 59% | 3        | 12% | 7        | 29%  |
| Projection of autonomy to other pupils by victim's boys of early circumcision has an influence on performance.          | 5        | 21% | 5        | 18% | 16       | 61%  |
| Children subjected to early circumcision bullying and this influence the academic performance of other pupils           | 5        | 21% | 4        | 14% | 17       | 65%  |
| Difficulty in disciplining the pupils' victims of boy's early circumcision negatively influence their KCPE performance. | 3        | 12% | 2        | 9%  | 21       | 79%  |
| Well behaved children victims of boy's early circumcision positively influence their KCPE performance.                  | 19       | 74% | 2        | 9%  | 4        | 17%  |
| KCPE performance is influenced by victims of boy's early circumcision engagement in frequent fights and truancy         | 7        | 29% | 3        | 12% | 16       | 59%  |

The findings in Table 4.8 reveal that all teachers agreed on the fact that projection of a student's individual autonomy to other pupils have an impact on performance as depicted by 100%. The results also show that children subjected to early circumcision bullying influenced the academic performance of other pupils as depicted by 65%. Furthermore, the individual autonomy of circumcised boys and the desire of uncircumcised boys to emulate the circumcised boys' deeds and actions were also found to negatively influence educational success. Personal autonomy is established when an individual develops abilities such as autonomous thinking, critical re-

evaluation, making statements based on moral ideals, and understanding of personal motivation, according to Parfilova and Karimova (2016). The autonomy of an individual is very important especially when they are not rushed through the developmental stages or cycles of life so that they can gradually learn to be autonomous instead of them relying on cultural practices that will ultimately place them in situations and circumstances that they may not know how to navigate as they may be circumcised, but they have not matured enough to handle these situations.

#### 4.7.2 Pupils Responses on Personal Autonomy

Table 4.9 indicate the mean rating of pupil’s responses on statements pertaining to personal autonomy assumed after circumcision.

**Table 4.9 Pupil’s Responses on Individual Autonomy**

|   | <b>D</b> |     | <b>U</b> |     | <b>A</b> |     |
|---|----------|-----|----------|-----|----------|-----|
|   | F        | %   | F        | %   | F        | %   |
| Uncircumcised boys imitate circumcised boys and influence academic performance of other pupils.       | 17       | 45% | 11       | 28% | 11       | 27% |
| Circumcised boys like to show off to their uncircumcised classmates                                   | 13       | 34% | 11       | 28% | 15       | 38% |
| Children subjected to early circumcision bully and influence academic performance of other pupils.    | 11       | 27% | 11       | 28% | 17       | 45% |
| Children subjected to early circumcision bullying influence the academic performance of other pupils  | 5        | 12% | 4        | 9%  | 31       | 79% |
| Circumcised boys are not easily disciplined in school after they bully their classmates               | 29       | 74% | 4        | 9%  | 7        | 17% |
| Academic performance is influenced by the circumcised boy’s engagement in frequent fights and truancy | 11       | 29% | 5        | 12% | 23       | 59% |

The results in Table 4.9 show that the pupils strongly disagreed that the circumcised boys imitate their uncircumcised counterparts as depicted by 45%. The results further showed that the

circumcised boys show off and bully their uncircumcised classmates as depicted by 38% and 45% respectively. 59% of the pupils stated that their academic performance was not affected by their frequent fights and general truant behaviour. The pupils did not agree with the statement asking them whether they were not easily disciplined in school after cases of bullying of their classmates.

These findings are consistent with those of Oshana (2016), who discovered that as young boys get older, they steadily gain their capacity to make decisions for themselves and frequently pursue a path of action in their lives, regardless of any moral content. In this study, this would mean that the circumcised boys feel that they have sufficient capacity to make decisions on their own without recourse to their seniors, thus they may choose to absent themselves from school anymore or attend school at their pleasure. All this means that the boys are not fully immersed in academic activities as they would have been exposed to the narrative that they do not need to go to school, and thus do not see the value of the same.

It can be stated that for the pupils, the value of being circumcised according to their community, and considering the fact that they have grown up admiring the Moran's, they are simply left to dream of the day they would be in a similar position as a Moran in the community. This preoccupation with becoming a moran and having an elevated status in the community led to the pupils' autonomy expanding greatly, meaning that they would be more likely to decide to engage in activities that may lead to poor academic performance.



## 4.8 The Influence of Family Responsibilities on KCPE Performance

### 4.8.1 Teacher Responses on Family Responsibilities on KCPE Performance

The research investigated the impact of family responsibilities on the KCPE performance of circumcised boys. The responders were asked to rate their degree of agreement with various assertions on family duties and their impact on KCPE performance on a Likert scale of 1-5. Table 4.10 contains mean rating of the teachers' responses

**Table 4.10 Teachers Responses on Family Responsibilities**

|   | <b>D</b> |     | <b>U</b> |     | <b>A</b> |     |
|---|----------|-----|----------|-----|----------|-----|
|   | F        | %   | F        | %   | F        | %   |
| Pupils exposed to heading of families always attend classes regularly hence perform well in exams.        | 13       | 52% | 5        | 18% | 8        | 30% |
| Pupils' KCPE performance is adversely influenced by truancy of boy's exposed to heading of families.      | 5        | 22% | 6        | 22% | 15       | 56% |
| Pupils subjected to boy's heading of families have diverted attention from academics to games and sports. | 16       | 58% | 3        | 12% | 7        | 29% |
| Circumcised Boy's heading of families does not academically perform well in school.                       | 20       | 74% | 2        | 9%  | 4        | 17% |

Table 4.10 shows that teachers did not agree that the boys who headed families always attend classes regularly, as depicted by 52%. The results further showed that the family responsibilities led to diversion of attention from academics to games, sports and other activities, as depicted by 29%. The teachers further agreed that the heading of families led to the boys not performing well in school, as shown by 74%. Finally, the teachers stated that the pupil's KCPE performance is adversely affected by truancy of the circumcised boys, as shown by 56%. These results concur with a study carried out by Muller (2018) who found that the academic performance of students suffered when they were actively engaged in family responsibilities at home, such as helping in

household chores, taking care of siblings or ill parents and also working to supplement family income. All this meant that the pupils would have little time to focus on their academic work, and after a while it will begin to reflect in their academic performance.

#### 4.8.2 Pupils Responses on Family Responsibilities

Table 4.11 gives results on the mean ratings and standard deviations on pupil's responses on influence of family responsibilities on KCPE performance

**Table 4.11 Pupil's Responses on Family Responsibilities**

|   | D  |     | U  |     | A  |     |
|---|----|-----|----|-----|----|-----|
|   | F  | %   | F  | %   | F  | %   |
| The students who head families regularly attend classes and thus perform well in KCPE               | 5  | 21% | 11 | 14% | 23 | 65% |
| Pupils' performance is adversely influenced by boys exposed to heading of families.                 | 5  | 12% | 13 | 9%  | 21 | 79% |
| Pupils subjected to heading of families have diverted attention from academics to games and sports. | 30 | 74% | 2  | 9%  | 7  | 17% |
| Circumcised boys who head families do not academically perform well in school.                      | 12 | 39% | 13 | 12% | 14 | 49% |

Information captured in Table 4.11 shows that the pupils stated that those who headed families once they are circumcised did not attend classes regularly, with a 65%. The results also showed that boys who headed families did not perform well academically, with a 49%. The results also showed that the pupil's performance was adversely affected by truancy and diversion of attention from class to other activities including games and sports activities, as depicted by 79% and 74% respectively.

These findings are similar to those of Gatwiri and McLaren (2016), who found that family responsibilities had a negative impact on early children's academic progress. Economic

considerations such as boosting family income or caring for younger siblings in the event of their parents' death can cause this. All this means that the boys had less time to focus on academic work and instead dedicate all their time towards family responsibilities by virtue of them being circumcised.

Once the boys were circumcised, they were expected to step in and head families thus they may have to shift their focus from academic work and focus on the family responsibilities. This negatively affected the circumcised boy's KCPE performance as they dedicate more time and energy on the responsibilities bestowed on them. Furthermore, the family responsibilities may put undue pressure on the boys, which may have led them to be angry and thus bully their peers or get into fights in school.

#### **4.9 KCPE Performance of Early Circumcised Boys**

The study sought to investigate the KCPE Performance of Early Circumcised Boys. Using a Likert scale of 1-5, the respondents were required to indicate their level of agreement with various statements on KCPE performance of early circumcised boys. The responses are displayed in Table 4.12.

**Table 4.12 Teacher’s Responses on KCPE Performance of Early Circumcised Boys**

|   | <b>D</b> |          | <b>U</b> |          | <b>A</b> |          |
|---|----------|----------|----------|----------|----------|----------|
|   | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> | <b>F</b> | <b>%</b> |
| Boys who undergo circumcision early perform poorly in KCPE compared to other students   | 9        | 34%      | 3        | 12%      | 14       | 54%      |
| Incidences of early circumcision of boys has led to dropping out of boys in school due to increased cases of cattle rustling, early marriages and other social challenges | 7        | 29%      | 3        | 12%      | 16       | 59%      |
| Many boys who undergo early circumcision drop out of school compared to other pupils  | 5        | 21%      | 4        | 14%      | 17       | 65%      |
| Early circumcision comes with new responsibilities and expectations that may directly influence the boys to be absent from schools to attend to such responsibilities.    | 3        | 12%      | 2        | 9%       | 21       | 79%      |
| Early circumcised boy feels that they are mature making them indiscipline which affect their KCPE performance.  | 4        | 17%      | 2        | 9%       | 19       | 74%      |

Table 4.12 showed that teachers agreed that boys who undergo early circumcision performed poorly in KCPE compared to other pupils as depicted by 54%. The results further showed that early circumcision comes with new responsibilities and expectations that directly influence the boys to be absent from schools to attend to other responsibilities with 79%. On the other hand, teachers agreed that incidences of early circumcision of boys had led to boys dropping out of school due to increased cases of cattle rustling, early marriages and other social challenges as depicted by 59%. Further, many boys who underwent early circumcision dropped out of school compared to other pupils as depicted by 65%. Teachers further agreed to the statement that early circumcised boy felt that they were mature, making them indisciplined which affected their KCPE performance as depicted by 74%.

#### 4.9.1 Pupil's Responses on KCPE Performance of Early Circumcised Boys

Table 4.13 gives results on pupil's responses on influence of family responsibilities on KCPE performance of early circumcised boys.

**Table 4.13 Pupil's Responses on KCPE Performance of Early Circumcised Boys**

|   | <b>D</b> |     | <b>U</b> |     | <b>A</b> |     |
|---|----------|-----|----------|-----|----------|-----|
|   | F        | %   | F        | %   | F        | %   |
| Boys who undergo circumcision early perform poorly in KCPE compared to other students   | 11       | 45% | 11       | 42% | 3        | 13  |
| Incidences of early circumcision of boys has led to dropping out of boys in school due to increased cases of cattle rustling, early marriages and other social challenges | 16       | 59% | 3        | 12% | 7        | 29% |
| Many boys who undergo early circumcision drop out of school compared to other pupils  | 5        | 21% | 5        | 18% | 16       | 61% |
| Early circumcision comes with new responsibilities and expectations that may directly influence the boys to be absent from schools to attend to such responsibilities.    | 5        | 21% | 4        | 14% | 17       | 65% |
| Early circumcised boy feels that they are mature making them indisciplined which affect their KCPE performance.   | 3        | 12% | 2        | 9%  | 21       | 79% |

Information captured in Table 4.13 showed that the pupils stated that early circumcised boy felt that they were mature making them indisciplined which affected their KCPE performance as depicted by 79%. Pupils also indicated that incidences of early circumcision of boys has led to dropping out of boys in school due to increased cases of cattle rustling, early marriages and other social challenges as indicated by 29%. on the other hand, pupils agreed that boys who underwent circumcision early perform poorly in KCPE compared to other pupils and that many boys who underwent early circumcision dropped out of school compared to other pupils as depicted by 61% and 13% respectively. Furthermore, pupils agreed to the statement that early circumcision came with new responsibilities and expectations that would directly influence the boys to be absent from schools to attend to such responsibilities as shown by 65%.

The findings of this study agree with Akengo (2017) in his study that sought to establish factors that influence pupils drop out in school in Asego Division. Majority of the respondents felt that indiscipline cases such as truancy, interruptions during class periods and attending video shows during and after school time often led to poor academic performance. This was due to the fact that early circumcised boys felt they were mature. Akengo (2017) also found out that family responsibilities led to an increase in school dropout rate. He however found cattle heading to be the chief reasons for increased school dropout rate. This finding agreed with Mwangi (2019) who concluded that absenteeism may usually lead to negative outcome in examinations. The research also noted that not being attentive in class, failure to do school homework and often disruption during class carried a 20% influence on performance.

#### **4.10 Inferential Analysis**

Inferential statistics is a technique that allows samples to be used to summarize the population from which a sample is drawn. The association between independent variables was estimated using Pearson correlation analysis at product time, whereas multiple regression was utilized to assess the relationship between dependent variables.  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$  was used to determine the predictive power of early circumcision on KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County.

#### 4.10.1 Correlation Analysis

Correlation is a statistical measure that identifies the relationship between two or more variables or sets of data. Pearson's Current Product In this study, correlation was used to determine the relationship between the independent and dependent variables. Results in Table 4.14.

**Table 4.14 Correlation Matrix**

|                            |                        | <b>Correlations</b>         |                             |                           |                              |                                    |
|----------------------------|------------------------|-----------------------------|-----------------------------|---------------------------|------------------------------|------------------------------------|
|                            |                        | <b>KCPE<br/>Performance</b> | <b>Beading<br/>of Girls</b> | <b>Cattle<br/>Herding</b> | <b>Personal<br/>Autonomy</b> | <b>Family<br/>Responsibilities</b> |
| KCPE<br>Performance        | Pearson<br>Correlation | 1                           |                             |                           |                              |                                    |
|                            | Sig. (2-<br>tailed)    |                             |                             |                           |                              |                                    |
|                            | N                      | 26                          |                             |                           |                              |                                    |
| Beading of<br>Girls        | Pearson<br>Correlation | .611**                      | 1                           |                           |                              |                                    |
|                            | Sig. (2-<br>tailed)    | .000                        |                             |                           |                              |                                    |
|                            | N                      | 26                          | 26                          |                           |                              |                                    |
| Cattle Herding             | Pearson<br>Correlation | -.144                       | .251                        | 1                         |                              |                                    |
|                            | Sig. (2-<br>tailed)    | .317                        | .079                        |                           |                              |                                    |
|                            | N                      | 26                          | 26                          | 26                        |                              |                                    |
| Personal<br>Autonomy       | Pearson<br>Correlation | .518**                      | .306*                       | -.234                     | 1                            |                                    |
|                            | Sig. (2-<br>tailed)    | .000                        | .031                        | .102                      |                              |                                    |
|                            | N                      | 26                          | 26                          | 26                        | 26                           |                                    |
| Family<br>Responsibilities | Pearson<br>Correlation | .144                        | .012                        | .115                      | -.061                        | 1                                  |
|                            | Sig. (2-<br>tailed)    | .318                        | .934                        | .427                      | .676                         |                                    |
|                            | N                      | 26                          | 26                          | 26                        | 26                           | 26                                 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The correlation matrix between the independent and dependent variables is shown in the table above. According to table 4.14, there is a 0.611, 0.144, and 0.518 magnitude positive link between KCPE performance and girl beading, personal autonomy and family responsibility respectively.

The positive correlation indicates that the independent and dependent variables are linked, with the highest correlation value being for girl beading (0.611) and the lowest being for family responsibilities (0.144). The findings also suggest a weak negative association between KCPE performance and cattle herding, as seen by a correlation magnitude of -0.144.

Despite this, at the 95 percent confidence level, two of the factors exhibited a substantial p-value ( $p < 0.005$ ).  $P < 0.005$  is the significant value for the association between KCPE performance and girl beading and for family responsibilities. This means that the KCPE performance of circumcised boys in Isiolo Central Sub County, Isiolo County, was strongly linked with all of the independent variables.

#### 4.10.2 Regression Analysis

The statistical procedure of regression analysis is used to estimate the relationships between variables. When one of the independent variables is modified while the others remain constant or fixed, this technique can be used to see how the normal values of the dependent variable change. In Isiolo Central Sub County, Isiolo County, a multiple regression model was used to examine the impact of female beading, cattle herding, personal autonomy, and family obligations on circumcised boys' KCPE performance. The model summary (Table 4.15) shows how well the regression line can account for all of the variation of the dependent variable.

**Table 4.15 Model Summary**

| <b>Model Summary</b> |                   |          |                   |                            |
|----------------------|-------------------|----------|-------------------|----------------------------|
| Model                | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                    | .781 <sup>a</sup> | .610     | .575              | 5.88308                    |

a. Predictors: (Constant), beading of girls; cattle herding; personal autonomy and family responsibilities



As evidenced by an Adjusted R Square of 0.575, the independent variables had an impact on the dependent variable. The results demonstrate that there is a substantial connection between the variables (Adjusted R Square = 0.575). According to the Adjusted R Square, the four independent factors analyzed (girls' beading, cattle herding, personal autonomy, and family obligations) explain only 57.5 percent of the difference in circumcised boys' KCPE performance in Isiolo Central Sub County. As a result, other factors not investigated in this study accounted for 42.5 percent of the difference in circumcised boys' KCPE performance.

#### 4.10.3 ANOVA

ANOVA is a collection of calculations that offer information about the levels of variability inside a regression model and serve as the basis for model significance tests.

**Table 4.16 ANOVA**

|       |            | ANOVA <sup>a</sup> |    |             |        |                   |
|-------|------------|--------------------|----|-------------|--------|-------------------|
| Model |            | Sum of Squares     | df | Mean Square | F      | Sig.              |
| 1     | Regression | 2436.325           | 4  | 609.081     | 17.598 | .000 <sup>b</sup> |
|       | Residual   | 1557.476           | 22 | 34.611      |        |                   |
|       | Total      | 3993.801           | 26 |             |        |                   |

a. Dependent Variable: KCPE performance  
b. Predictors: (Constant), beading of girls; cattle herding; personal autonomy and family responsibilities

Based on the results in Table 4.16, the overall model is statistically significant in predicting the impact of early circumcision on KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County. The total model is statistically significant in predicting the influence of early circumcision on the KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County, with a significance value of 0.000 (less than 0.05). If the P-value is less than 0.05, the model as a whole is well-fit although the significance of the relationship was firmly contributed by two independent variables. One of the most significant outcomes of regression

analysis is the regression coefficient. It's defined as the proportion of the dependent variable's variation that the independent variable can anticipate. The outcomes are shown in Table 4.17.

**Table 4.17: Regression Coefficients**

| Model |                         | Coefficients <sup>a</sup>   |            | Standardized Coefficients | t      | Sig. |
|-------|-------------------------|-----------------------------|------------|---------------------------|--------|------|
|       |                         | Unstandardized Coefficients | Std. Error |                           |        |      |
| 1     | (Constant)              | -14.572                     | 11.655     |                           | -1.250 | .218 |
|       | beading of girls        | .119                        | .023       | .548                      | 5.258  | .000 |
|       | cattle herding          | -.260                       | .124       | -.216                     | -2.100 | .041 |
|       | personal autonomy       | .413                        | .115       | .374                      | 3.600  | .001 |
|       | family responsibilities | .732                        | .371       | .185                      | 1.971  | .055 |

a. Dependent Variable: KCPE performance

The following is the regression function derived from the unstandardized betas:

$$(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon) :$$

$$Y = -14.572 + 0.119X_1 - 0.260X_2 + 0.413X_3 + 0.732X_4$$

Academic Performance had a coefficient of -14.572, according to the regression function, when all other variables were kept constant at zero. Girls' beading, cattle herding, and personal autonomy family duties all had a significant impact on KCPE performance ( $\beta = -0.119$ , P-value (0.000 < 0.000)), ( $\beta = -0.260$ , P-value (0.001 < 0.041)), and ( $\beta = -0.236$ , P-value (0.07 > 0.001)), respectively. Family obligations were shown to have no significant impact on circumcised boys' KCPE performance in Isiolo Central Sub County, Isiolo County ( $\beta = 0.732$ , P-value (0.07 > 0.055)).

#### 4.11 Synopsis of Chapter Three

The fourth chapter, results and discussions, included a synopsis of the first second and third chapters, data presentation, interpretation, and discussion were discussed.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose behind this study was to investigate the factors influencing Kenya Certificate of Primary Education examination performance among early circumcised boys in Isiolo Central Sub County, Isiolo County. In order to carry out the investigation the researcher addressed the following objectives; the impact of beading of girls, herding of cattle, personal autonomy and family responsibilities on KCPE performance of boys in primary schools in Isiolo Central Sub County, Isiolo County. The investigation's results are summarized in this chapter. The study's findings, as well as, its conclusions, recommendations, and areas for additional inquiry, are all outlined.

#### **5.2 Summary of the Findings**

The following is a summary of the results with respect to the set objectives,

##### **5.2.1 Influence of beading of girls and KCPE performance**

The study revealed that beading of girls was widely practiced by the circumcised boys in Isiolo Central Sub County, Isiolo County. In an effort to maintain their culture and societal expectations, the circumcised boys had to identify and bead a girl of their choice at the earliest possible opportunity. The age of the beaded girls varied but some of the beaded girls were very young, and once beaded, the boys were now more interested in immersing themselves in their culture and the different practices that they could now undertake. This consequently meant that they had less interest in academic work and thus their academic performance would start to decline, and they would eventually, due to a lack of interest, drop out of school. Furthermore, the practice of beading led to unexpected outcomes such as girls' pregnancies. This would mean that the circumcised boy

now had a family by default, and they would not be prepared mentally to handle their newfound responsibilities and thus, could not focus on academic work as they found ways to handle the situations they found themselves in. In testing the hypothesis that beading of girls had no influence on the circumcised boy's KCPE performance, it was found out that there was a statistically significant influence ( $P < 0.000$ ).

### **5.2.2 Influence of herding of cattle on the KCPE performance**

The study revealed that herding of livestock was a common practice in the study area, as pastoralism was widely practiced in the region. Culture and traditions meant that the circumcised boys had to take care of the livestock of their families, and academic work was not as important when compared to herding of livestock. This implies that the boys were responsible for ensuring that the cattle had adequate food and water, as well as, the ability to travel long distances in quest for the same. This was detrimental to the academic pursuits of the boys, as herding of livestock was a tiresome activity and they would most certainly be exhausted once they return from grazing the livestock. This implies that they would simply abscond from attending school consistently. This eventually would have a negative effect on their KCPE performance. Consequently, the hypothesis that herding of livestock (cattle) had no effects on the boys KCPE performance was rejected ( $P < 0.041$ )

### **5.2.3 Influence of personal autonomy on the KCPE performance**

The study revealed that for the pupils, the value of being circumcised according to their community, and considering the fact that they have grown up admiring the morans, they were simply left to dream of the day they would be in a similar position as morans in the community. This preoccupation with becoming a moran and having an elevated status in the community led to the pupils' autonomy expanding greatly, meaning that they would be more likely to decide on

engaging in activities that may lead to poor academic performance. Testing the hypothesis that personal autonomy had no influence on the boys KCPE performance indicated that the influence was statistically significant ( $P < 0.001$ ). The hypothesis was therefore, rejected.

#### **5.2.4 Influence of family responsibilities on the KCPE performance**

Relating to this objective, the respondents were requested to rate the extent to which they thought family responsibilities impacted on the circumcised boy's KCPE performance. Generally, the teachers agreed with the sentiments expressed in the statements (mean rating on disagreement=51.5), while the pupil's disagreement with the same statements (mean rating on disagreement=36.5). This means 48.5% and 63.5% agreed, respectively. Whereas the teachers found that involvement with family responsibility such as, taking care of family household chores and participating in family boosting activities, did not really have a big influence on the early circumcised boy's KCPE performance, the boys themselves expressed otherwise. The boy's sentiments were confirmed by the reviewed literature. When the influence was subjected to hypothesis testing, the null hypothesis was accepted because the influence did not reach the threshold for rejection ( $P=0.05$ ). In this case, the P value was 0.055.

#### **5.2.5 KCPE Performance of Early Circumcised Boys**

On KCPE performance, the study found out that boys who undergo early circumcision performed poorly in KCPE compared to other pupils and early circumcision comes with new responsibilities and expectations that directly influence the boys to be absent from schools to attend to other responsibilities. Further, boys who underwent early circumcision dropped out of school compared to other pupils. With an Adjusted R Square of 0.575, inferential statistics confirmed this, suggesting that the independent factors had an effect on the dependent variable. The results demonstrate that there is a substantial connection between the variables (Adjusted R Square =

0.575). According to the Adjusted R Square, the four independent factors analyzed (girls' beading, cattle herding, personal autonomy, and family obligations) explain only 57.5 percent of the difference in circumcised boys' KCPE performance in Isiolo Central Sub County.

### **5.3 Conclusions on the Findings**

For the first objective, which was the influence of beading of girls, the study concludes that the beading of girls has a negative influence on the KCPE performance of the circumcised boys.

For the second objective, which was on the influence of herding of livestock, the study concludes that this practice has a negative effect on their KCPE performance of the circumcised boys.

For the third objective, which is the influence of individual personal autonomy, the study concludes that the personal autonomy negatively affected KCPE performance of the circumcised boys.

For the fourth objective on the influence of family responsibilities, the study concludes that the KCPE performance of the boys is negatively impacted, as they dedicate more time and energy on the responsibilities bestowed upon them. However, the impact is not statistically significant.

### **5.4 Recommendations of the Findings**

#### **5.4.1 Recommendations based on the study**

- i. The study recommends that the community elders should ensure that the practice of beading for boys, which part of the community practices, should be delayed for pupils who have not yet completed the school cycle or have not attained the age of consent, i.e 18 years.
- ii. The study also recommends that, the education officers to ensure that the circumcised boys are allowed to undertake academic activities without being pressurized to herd livestock

until they have completed their primary level schooling. This would go a long way in enhancing their academic performance and boost literacy levels among the community in the long run.

- iii. The study recommends formation of an official task force that will deliberate and negotiate on an ideal and practical time for circumcision of boys to take place should be set aside by the government. The task force will through vigorous deliberations, decide on a sustainable timing of circumcision and should represent the key stakeholders in the education sector and government administrators.
- iv. Finally, the study suggests that parents should ensure that family obligations are delegated to older members of the family or community, so that circumcised boys are relieved of the pressure of being accountable for their respective families' well-being.

### **5.5 Recommendation for further studies**

The research suggest that the same study should be done in other arid and semi-arid counties to confirm the influence of boy's early circumcision on their KCPE performance in primary schools.

The study also recommends further research to establish whether circumcision of boys in primary school influence performance of girls. During the study it was mentioned that the boys tended to be the ones getting circumcised before completion of standard eight and hence this study proposes a further study to find out how age contributes to circumcision of boys while in primary school.

It is also necessary to carry out a further study on other factors that influence the remaining 42.5% which has not been accounted for in this study.

### **5.6 Synopsis of Chapter Three**

The fifth chapter, summary, conclusions and recommendations, included a synopsis of the first second, third and fourth chapters, study's conclusion, recommendations, and proposals for future research were included in chapter five.



## REFERENCES

- Amzat, J., & Razum, O. (2014). Medical sociology in Africa. Springer. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9566.12291>
- Ansell, N. (2016). From objects to subjects? Children and youth in development. In *the Palgrave handbook of international development* (pp. 487-511). Palgrave Macmillan, London.
- Bigelow, B. & Arndt, M. (2000). Presenting structural innovation in an institutional environment: Hospitals' use of impression management. *Administrative Science Quarterly*, 45(3), 494-522.
- Blank, S., Brady, M., Buerk, E., Carlo, W., Diekema, D., Freedman, A., & Wegner, S. (2012). Circumcision policy statement. *Pediatrics*, 130(3), 585-586.
- Chang'ach, J. (2013). Influence of Keiyo Traditional Circumcision on Aspirations for Higher Education Among Boys in Secondary Schools, Keiyo South District, Elgeyo-Marakwet County, Kenya. *American International Journal of Contemporary Research*, 3(4), 41-53. Retrieved from [https://aijcrnet.com/journals/Vol\\_3\\_No\\_4\\_April\\_2013/5.pdf](https://aijcrnet.com/journals/Vol_3_No_4_April_2013/5.pdf)
- Chapple, E. D. (1970). Experimental production of transients in human interaction. *Nature*.
- Chepng'eno, M. (2020). *An Examination of Portrayal of Women in Kipsigis Secular Songs: a Case Study of Kiptesot Sang's Songs* (Doctoral dissertation, university of Nairobi).
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California, Sage Publications.
- Cronk, L. (2009). *From Mukogodo to Maasai: Ethnicity and cultural change in Kenya*. Westview Press.
- Darby, R. (2013). *A surgical temptation: the demonization of the foreskin and the rise of circumcision in Britain*. University of Chicago Press.
- Earp, B., & Darby, R. (2017). Circumcision, sexual experience, and harm. *University of Pennsylvania Journal of International Law*, 37(2).

- Elias, E., & Abdi, F. (2010). *Putting pastoralists on the policy agenda: Land alienation in Southern Ethiopia*. London: IIED.
- Emerson, R. W. (2015). Causation and Pearson's correlation coefficient. *Journal of visual impairment & blindness*, 109(3), 242-244.
- Ethnographer, T. Van Gennep. D. (1960). Student nurse practitioners—A rite of passage? The universality of Van Gennep's model of social transition. *Nurse Education in Practice*, 7(5), 338-347.
- Floyd, M. (2017). Maasai Musics, Rituals and Identities. In *Indigenous Religious Musics* (pp. 96-113). London, Routledge.
- Fogleman, J., McNeill, K. L., & Krajcik, J. (2011). Examining the effect of teachers' adaptations of a middle school science inquiry- oriented curriculum unit on student learning. *Journal of Research in Science Teaching*, 48(2), 149-169.
- Freedman, A. L. (2016). The circumcision debate: beyond benefits and risks. *Pediatrics*, 137(5), e20160594. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/27244839>
- Gatwiri, G. J., & McLaren, H. J. (2016). Discovering my own African feminism: embarking on a journey to explore Kenyan women's oppression. *Journal of International Women's Studies*, 17(4), 263-273.
- Hartas, D. (Ed.). (2015). *Educational research and inquiry: Qualitative and quantitative approaches*. Bloomsbury Publishing.
- Hauck, S., & Rubenstein, D. I. (2017). Pastoralist societies in flux: A conceptual framework analysis of herding and land use among the Mukugodo Maasai of Kenya. *Pastoralism*, 7(1), 1-30.
- Jonathan, B., & Saruni, T. (2016). comparison of traditional plant knowledge between students and herders in northern Kenya. *Journal of ethnobiology and ethnomedicine*. Retrieved from <https://ethnobiomed.biomedcentral.com/articles/10.1186/s13002-016-0121-z>

- Kelley, M. L., French, A., Bountress, K., Keefe, H. A., Schroeder, V., Steer, K., ... & Gumienny, L. (2007). Parentification and family responsibility in the family of origin of adult children of alcoholics. *Addictive behaviours*, 32(4), 675-685.
- Kiptiony, G. J., Kariuki, M. W., & Kathuri, N. (2012). Effects of level of education on perceptions of alternative rite of passage of the Marakwet of Kenya. Retrieved from [ir-library.egerton.ac.ke/jspui/bitstream/123456789/.../A%20KNIFELESS%20RITE.pdf](http://ir-library.egerton.ac.ke/jspui/bitstream/123456789/.../A%20KNIFELESS%20RITE.pdf).
- Knox, R.G. (2019). The biophysics, ecology, and biogeochemistry of functionally diverse, vertically and horizontally heterogeneous ecosystems: The Ecosystem Demography model, version 2.2–Part 1: Model description. *Geoscientific Model Development*, 12(10), 4309-4346.
- Kombo, Z. W. (2016). Beading: The Undefined Offence in Kenya. Retrieved from [erepository.uonbi.ac.ke/.../Kombo-Beading%20The%20Undefined%20Offense%](http://erepository.uonbi.ac.ke/.../Kombo-Beading%20The%20Undefined%20Offense%20)
- Lesorogol, C. K. (2008). *Contesting the commons: Cultural Practices in Kenya*. Michigan, University of Michigan Press.
- Lpatilan, L. J. (2014). Effect of retrogressive culture on girl-child education in primary and secondary schools: a case study of Samburu East Constituency in Samburu County Kenya.
- Lukkarinen, A., Koivukangas, P., & Seppälä, T. (2016). Relationship between class attendance and student performance. *Procedia-Social and Behavioral Sciences*, 228, 341-347. Retrieved from <https://aaltodoc.aalto.fi/handle/123456789/25965>
- Magesa, D. J., & Leshabari, M. (2017). Perceived barriers to access available health services among men who have sex with men in Dar es Salaam, Tanzania. *Tanzania Journal of Health Research*, 19(4).
- Masinde, N. C. (2018). *Analysis of Axiological Postulates Inherent in African Indigenous Education and Their Relevance to Modern Education in Kenya* (Doctoral dissertation, University of Nairobi).
- Mbiti, I. M. (2016). The need for accountability in education in developing countries. *Journal of Economic Perspectives*, 30(3), 109-32.

- Mepukori, M. N. (2016). A correlation between child sexual abuse and their performance in Kenya. Retrieved from <https://pinpdf.com/download/full-text-of-daily-nation-internet-archive.html>
- Muller, C. (2018). Parent involvement and academic achievement: An analysis of family resources available to the child. In *Parents, their children, and schools* (pp. 77-114). London, Routledge.
- Muriithi Nyaga, E. (2015). Factors Associated with Uptake of Voluntary Medical Male Circumcision among Men Aged 18-50 Years in Kibera Sub-County, Nairobi County (Doctoral dissertation, Muriithi Nyaga Eric).
- Mwiti, P. R. (1999). *Towards Becoming Muntu*. Uzima Publishing House.
- Njoroge, R. N. (2015). *Body adornment among the Samburu: a historical perspective* (Doctoral dissertation, Egerton University).
- Nogler, L., & Pertile, M. (2016). *Child labour in a globalized world: a legal analysis of ILO action*. London, Routledge
- Oshana, M. (2016). *Personal autonomy in society*. London, Routledge.
- Oxford, D. (2019). Oxford dictionary.
- Parfilova, G. G., & Karimova, L. S. (2016). Teenage students' Tolerance formation. *International Electronic Journal of Mathematics Education*, 11(4), 513-523. Retrieved from <https://www.iejme.com/article/teenage-students-tolerance-formation>
- Ray, R. P. V. (2020). *Response to the Other: Jews and Christians in an Age of Paganism (The Greco-Roman World from 500 BCE-500 CE)*. Wipf and Stock Publishers.
- Remennick, L. (2021). Joining the tribe: adult circumcision among immigrant men in Israel and its traumatic aftermath. *Culture, health & sexuality*, 1-27.
- Rodger, M. A., Kahn, S. R., Le Gal, G., Solymoss, S., Chagnon, I., Anderson, D. R., & Kovacs, M. J. (2008). Inter-observer reliability of measures to assess the post-thrombotic syndrome. *Thrombosis and hemostasis*, 100(07), 164-166.

- Romberg, R. W., Werness, P. G., Lollar, P., Riggs, B. L., & Mann, K. G. (1985). Isolation and characterization of native adult osteonectin. *Journal of Biological Chemistry*, 260(5), 2728-2736.
- Rukungan, P. M. (1994). *The cosmocentric model of pastoral psychotherapy: A contextualized holistic model from a Bantu African worldview, a perspective for post-modern pastoral psychotherapy* (Doctoral dissertation, Claremont School of Theology).
- Schlee, G. (2018). *Identities on the Move: Clanship and Pastoralism in Northern Kenya*. London, Routledge.
- Sekaran, U., & Bougie, R. (2013). *Research Methods for Business*. Eisenman. Jakarta: Salemba Empat.
- Taylor, J. V. (1963). We go to the bush to prove that we are also men': traditional circumcision and masculinity in the accounts of men who have sex with men in township communities in South Africa. *Culture, Health & Sexuality*, 19(3), 279-292.
- Van Gennep, A. (1960). *The rites of passage*. Routledge.
- Weiss, H. A., Larke, N., Halperin, D., & Schenker, I. (2010). Complications of circumcision in male neonates, infants and children: a systematic review. *BMC urology*, 10(1), 2. Retrieved from <https://researchonline.lshtm.ac.uk/4065/1/1471-2490-10-2.pdf>
- Zastrow, C., Kirst-Ashman, K. K., & Hessenauer, S. L. (2019). *Empowerment series: understanding human behaviour and the social environment*. Cengage Learning.

## APPENDICES

### Appendix I: Introduction Letter to the Teachers

Dear respondent,

#### **RE: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH STUDY**

I am a student at Kenya Methodist University, in the Department of Education and I am carrying out a research on the factors that contribute to poor performance in Kenya certificate of primary education examination among early circumcised boys in Isiolo Central Sub County, Isiolo County. I kindly request you to assist me in this study by filling in the questionnaire attached. Please note that the information will be treated with a high degree of confidentiality and will purely be used for the purpose of academics. Thank you in advance and God bless you.

Yours sincerely,

---

Peter M. Lemasulani

Cell: 0724 953 482

## Appendix II: Introduction Letter from Kenya Methodist University



# KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: info@kemu.ac.ke

11<sup>th</sup> October, 2016

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100,  
NAIROBI.

Dear Sir/ Madam,

**RE: PETER M. LEMASULANI**

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education, undertaking Master of Education and Leadership Management Degree. He is conducting a research study titled "**Impact of Boy's Early Circumcision on their Academic Performance in Primary Schools, A Case of Oldonyiro Division of Isiolo County-Kenya.**"

We confirm that the thesis proposal has been reviewed and approved by KeMU Scientific Ethical Review Committee (SERC).

In this regard, we are requesting your office to issue a permit to enable him collect data for his Research.

Any assistance accorded to him will be appreciated.

Thank you.

A handwritten signature in black ink, appearing to read 'John Muchiri'.

Dr. John Muchiri, Ph.D.

Dean, Research, Development & Postgraduate Studies

Encl.

## Appendix III: Research Authorization from NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No

Date:

**NACOSTI/P/17/29180/15214**

**10<sup>th</sup> January, 2017**

Peter Marire Lemasulani  
Kenya Methodist University  
P.O. Box 267- 60200  
**MERU.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***“Impact of boys early circumcision on their academic performance in primary school: A case of Oldonyiro Division of Isiolo County-Kenya,”*** I am pleased to inform you that you have been authorized to undertake research in **Isiolo County** for the period ending **10<sup>th</sup> January, 2018.**

You are advised to report **the County Commissioner and the County Director of Education, Isiolo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Isiolo County.

The County Director of Education  
Isiolo County.



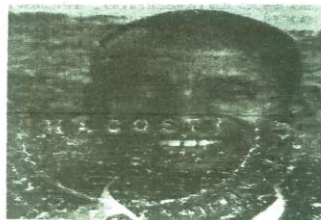
**THIS IS TO CERTIFY THAT:  
MR. PETER MARIRE LEMASULANI  
of KENYA METHODIST UNIVERSITY,  
0-10400 NANYUKI, has been permitted  
to conduct research in Isiolo County**

**on the topic: IMPACT OF BOYS EARLY  
CIRCUMCISION ON THEIR ACADEMIC  
PERFORMANCE IN PRIMARY SCHOOL, A  
CASE OF OLDONYIRO DIVISION OF  
ISIOLO COUNTY-KENYA.**

**for the period ending:  
10th January, 2018**

  
.....  
**Applicant's  
Signature**

**Permit No : NACOSTI/P/17/29180/15214  
Date Of Issue : 10th January, 2017  
Fee Received :Ksh 1000**



  
.....  
**Director General  
National Commission for Science,  
Technology & Innovation**

#### **CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEACH CLEARANCE  
PERMIT**

**Serial No.A 12460**

**CONDITIONS: see back page**

Appendix IV: Research Authorization from Ministry of Interior and Co-ordination of  
National Government

**THE PRESIDENCY**  
**MINISTRY OF INTERIOR & CO-ORDINATION OF**  
**NATIONAL GOVERNMENT**

Telegrams 'DISTRICTER' Isiolo  
Telephone: Isiolo 064 -52011  
isiolocc@yahoo.com  
Fax :064 - 52160  
*When replying please quote*



OFFICE OF THE  
COUNTY COMMISSIONER,  
ISIOLO COUNTY,  
P.O. BOX 3 - 60300,  
**ISIOLO.**

Ref: No. ADM 15/19 VOL.III/127  
*and dates*

21<sup>st</sup> April, 2017

Peter Marire Lemasulani,  
Kenya Methodist University,  
P.O. Box 267 – 60200,  
**MERU.**

**RE: AUTHORIZATION TO CARRY OUT RESEARCH IN ISIOLO COUNTY**

This is in reference to the letter Ref. NACOSTI/P/17/29180/15214 of 10<sup>th</sup> January, 2017 from the Director General/CEO National Commission for Science, Technology and Innovation granting you authority to carry out research on "***Impact of boys early circumcision on their academic performance in Primary School: A case of Oldonyiro Division in Isiolo County***" for the period ending 10<sup>th</sup> January, 2018.

This is therefore, to inform you that Authority has been granted to you to carry out the above mentioned research in Isiolo County.

  
Nahashon K. N. Thiong'o  
For: County Commissioner,  
**ISIOLO COUNTY.**

COUNTY COMMISSIONER  
ISIOLO COUNTY  
P. O. Box 3 - 60300  
ISIOLO

**Appendix V: Research Authorization from Ministry of Education**

**REPUBLIC OF KENYA**



**MINISTRY OF EDUCATION**  
State Department of Basic Education

Telegrams 'EDUCATION' Isiolo  
Telephone: 064-52049/52069  
Fax: 064-52049  
When Replying Please quote

Sub-County Director Education Office,  
P.O. Box 56 - 60300,  
ISIOLO.

REF: ISL/ED/MISC./8/VOL.I/279

21<sup>st</sup> April, 2017

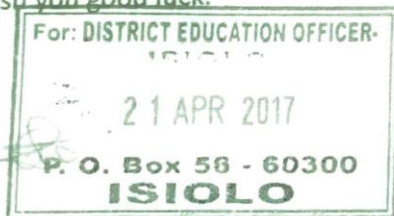
**PETER MARIRE LEMASULANI**  
KENYA METHODIST UNIVERSITY  
P.O. BOX 267 – 60200  
**MERU**

**RE: RESEARCH AUTHORITY**

Reference is made to your letter NACOSTI/P/17/29180/15214 dated 10<sup>th</sup> January, 2017.

You are hereby granted authority to undertake research in Isiolo County for the period ending 10<sup>th</sup> January 2018.

Wish you good luck.



**HALIMA A. MOHAMED**  
SUB-COUNTY DIRECTOR OF EDUCATION  
**ISIOLO**

## Appendix VI: Questionnaire for Teachers

This questionnaire is intended to collect information regarding factors that contribute to poor performance in Kenya Certificate of Primary Education examination among early circumcised boys in Isiolo Central Sub County, Isiolo County. The information you give will be treated confidentially, and you are advised not to write your name or that of your school anywhere in the questionnaire. Please be as truthful as possible and respond to all relevant items.

### Section A: Demographic information.

Please use a tick (✓) in the boxes and write your answers in the spaces provided.

1. Please mark the box that best describes you

Male  Female

2. Please mark your educational level

P1 Certificate  Master's degree  Diploma

PhD  Bachelor's degree

3. Please indicate your experience in years

Below 1 year  11-15 Years

1-5 years  6-10 years

Above 16 years

**SECTION B: Influence of beading of girls on KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT  | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|
| Pupils exposed to boy’s beading of girls always perform well in KCPE.  |   |   |   |   |   |
| Pupils’ KCPE performance is influenced by exposed boys to beading of girls being truants.                                |   |   |   |   |   |
| The boy child subjected to beading of girls enjoy attending games and sports hence diverting their focus from academics. |   |   |   |   |   |

**SECTION C: The influence of cattle herding on the pupils’ KCPE performance**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Pupils subjected to boy’s herding of cattle always perform well in class.   |   |   |   |   |   |
| Poor concentration of the children subjected to boy’s herding of cattle adversely influence their KCPE performance. |   |   |   |   |   |
| Pupil’s KCPE performance is influenced by psychological disturbance of boys subjected to herding of cattle.         |   |   |   |   |   |
| Circumcised boys’ herding of cattle does not really influence the KCPE performance.                                 |   |   |   |   |   |
| Circumcised boys’ herding of cattle really influences school overall performance.                                   |   |   |   |   |   |

**Section D: The influence of Personal autonomy on their KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Circumcised boys' autonomy negatively influences the boys' KCPE performance.  |   |   |   |   |   |
| Pupils KCPE performance is influenced by children desire to emulate the circumcised boys' deeds.                        |   |   |   |   |   |
| Projection of autonomy to other pupils by victim's boys of early circumcision has an influence on performance.          |   |   |   |   |   |
| Children subjected to boy's early circumcision bullying and this influence academic performance of other pupils.        |   |   |   |   |   |
| Difficulty in disciplining the pupils' victims of boy's early circumcision negatively influence their KCPE performance. |   |   |   |   |   |
| Well behaved children victims of boy's early circumcision positively influence their KCPE performance.                  |   |   |   |   |   |
| KCPE performance is influenced by victims of boy's early circumcision engagement in frequent fights and truancy.        |   |   |   |   |   |

**SECTION E: Influence of Family Responsibility on KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Pupils exposed to boy’s heading of families always attend classes regularly hence perform well in KCPE.   |   |   |   |   |   |
| Pupils' KCPE performance is adversely influenced by truancy of boy’s exposed to heading of families.      |   |   |   |   |   |
| Pupils subjected to boy’s heading of families have diverted attention from academics to games and sports. |   |   |   |   |   |
| Circumcised Boy’s heading of families do not academically perform well in school.                         |   |   |   |   |   |

**SECTION F: KCPE Performance of Early Circumcised Boys**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Boys who undergo circumcision early perform poorly in KCPE compared to other students   |   |   |   |   |   |
| Incidences of early circumcision of boys has led to dropping out of boys in school due to increased cases of cattle rustling, early marriages and other social challenges |   |   |   |   |   |
| Many boys who undergo early circumcision drop out of school compared to other pupils  |   |   |   |   |   |
| Early circumcision comes with new responsibilities and expectations that may directly influence the boys to be absent from schools to attend to such responsibilities.    |   |   |   |   |   |
| Early circumcised boy feels that they are mature making them indiscipline which affect their KCPE performance.  |   |   |   |   |   |

**THANK YOU FOR YOUR TIME**

## Appendix VII: Questionnaire for Circumcised Boys

### Section A: Demographic information.

Please use a tick (✓) in the boxes and write your answers in the spaces provided. Do not write your name or name of your school anywhere in this questionnaire.

Class. \_\_\_\_\_

Age: 5-9 yrs.      [   ]              10-14 yrs.      [   ]              Above 14 yrs.      [   ]

### SECTION B: Influence of beading of girls on KCPE performance.

Please tick (✓) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Pupils exposed to boy’s beading of girls always perform well in KCPE.   |   |   |   |   |   |
| Pupils’ KCPE performance is influenced by exposure of boys to beading of girls leading to truamacy.                       |   |   |   |   |   |
| Pupils subjected to boy’s beading of girls enjoy attending games and sports, hence, diverting their focus from academics. |   |   |   |   |   |



**SECTION C: The Influence of herding of cattle on the pupils' KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Pupils subjected to boy's herding of cattle always perform well in KCPE.  |   |   |   |   |   |
| Poor concentration of the children subjected to boy's herding of cattle adversely influence their KCPE performance. |   |   |   |   |   |
| Pupil's KCPE performance is influenced by psychological disturbance of boys subjected to herding of cattle.         |   |   |   |   |   |
| Circumcised Boy's herding of cattle does not really influence the KCPE performance.                                 |   |   |   |   |   |
| Circumcised boy's herding of cattle really influences the school overall academic performance.                      |   |   |   |   |   |

**Section D: The influence of personal autonomy of circumcised boys on their KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| <b>STATEMENT</b>   | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Circumcised boy's autonomy negatively influences the pupil KCPE performance.                             |          |          |          |          |          |
| Pupils KCPE performance is influenced by children's desire to emulate the circumcised boys' deeds.       |          |          |          |          |          |
| Projection of autonomy to other pupils by boy's early circumcision has an influence on KCPE performance. |          |          |          |          |          |
| Children subjected to boys early circumcision bully and influence academic performance of other pupils.  |          |          |          |          |          |
| Difficulty in disciplining the boy's early circumcision negatively influence their KCPE performance.     |          |          |          |          |          |
| Well behaved children boy's early circumcision positively influences their KCPE performance.             |          |          |          |          |          |
| KCPE performance is influenced by boy's early circumcision engagement in frequent fights and truancy.    |          |          |          |          |          |

**SECTION E: Influence of family responsibility on KCPE performance.**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Pupils exposed to boy’s heading of families always attend classes regularly hence, perform well in KCPE.  |   |   |   |   |   |
| Pupils' KCPE performance is adversely influenced by truancy of boy’s exposed to heading of families.      |   |   |   |   |   |
| Pupils subjected to boy’s heading of families have diverted attention from academics to games and sports. |   |   |   |   |   |
| Circumcised Boy’s heading of families does not academically perform well in school.                       |   |   |   |   |   |

**SECTION F: KCPE performance of early circumcised boys**

Please tick (√) against the statement that is most applicable to you. Key : 5 - strongly agree 4 – Agree 3 - Undecided 2 - Disagree 1 -strongly disagree

| STATEMENT   | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Boys who undergo circumcision early, perform poorly in KCPE compared to other pupils  |   |   |   |   |   |
| Incidences of early circumcision of boys has led to dropping out of boys in school due to increased cases of cattle rustling, early marriages and other social challenges |   |   |   |   |   |
| Many boys who undergo early circumcision drop out of school compared to other pupils  |   |   |   |   |   |
| Early circumcision comes with new responsibilities and expectations that may directly influence the boys to be absent from schools to attend to such responsibilities.    |   |   |   |   |   |
| Early circumcised boys feel that they are mature making them indisciplined which affects their KCPE performance.  |   |   |   |   |   |

**THANK YOU FOR YOUR TIME**