

**THE ASSESSMENT OF THE EFFECT OF EARLY MARRIAGE ON GIRL'S CHILDHOOD  
EDUCATION: A CASE STUDY OF MASAI YOUNG GIRLS IN KILOSA DISTRICT COUNCIL**

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**Masters' Degree of Business Administration in Leadership and Governance of  
the Institute of Accountancy Arusha**

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**A Research Report Submitted in Partial Fulfillment of the Requirements for the  
Master Degree of Business Administration in Leadership and Governance of the  
Institute of Accountancy Arusha**

**December, 2023**

## Declaration

I, **Msafiri R. Hamidu**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **Certification**

I, the undersigned certify that I have read the dissertation and hereby recommend for acceptance by the Institute of Accountancy Arusha a research report title “ASSESSMENT OF THE EFFECT OF EARLY MARRIAGE ON GIRL’S CHILDHOOD EDUCATION” in fulfillment of the requirements for the Degree of Masters of Business Administration in Leadership and Governance offered by Institute of Accountancy Arusha.

**Signature:** .....

Dr. Solomon Muguba

(Supervisor)

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## **List of Abbreviations/Acronyms**

CRC	Convention on the Rights of the Child
HIV	Human Immunodeficiency Virus
NGOs	Non-Governmental Organizations
SPSS	Statistics Package for Social Science
STI	Sexual Transmitted Infections
UNICEF	United Nations International Children Emergency Fund
URT	United Republic of Tanzania

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## **Abstract**

The present study aimed at Assessing on the Effect of Early Marriage on Girl Childhood Education Taking Masai Young girls in Kilosa district as a case. The study will be guided by three research questions namely to examine the causes of early marriage to Maasai young girls to examine the effect of early marriage on education of Maasai young girls and suggest measures to end early marriage to Maasai young girls at Kilosa district. The study will be guided by Human Capital Theory by Gary Becker and Theodore Schultz of 1960s. The argument of the theory is that education is crucial given that it advances economic growth. Descriptive case study design and survey design will be used. The population is 617,032. Qualitative approach will be used as a research approach. Interview and focus group discussion will be used to collect data. Thematic analysis will be a tool for data analysis. Generally, the data collected will be qualitative data. The study findings have revealed that early marriages in the Maasai community are responsible for school dropout and underperformance among young girls in schools in the Kilosa district. Moreover, the aforementioned findings indicate that a significant number of adolescent females who are married at a young age are deprived of the chance to pursue secondary school. It has been shown that numerous husbands are hesitant to send their women to school due to their fear of losing control over them once they achieve higher levels of knowledge.



# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

The study aims at assessing the effects of early marriage on girl child education. Therefore, this chapter provides background of the study, problem statement, research objectives, research questions, significance of the study, organization of the report and conclusion.

### 1.2 Background to the Study

Early marriage is regarded as a perilous phenomenon that continues to be performed by humans. Numerous international initiatives have been implemented to address the problem of child marriage. These encompass the creation of the Universal Declaration of Human Rights in 1948, the Convention on the Rights of the Child (CRC) in 1989, and the Convention for the Elimination of all forms of Discrimination against Women (Sakwa, 2020). Notwithstanding these endeavours, the issue of early marriage continues to be prevalent worldwide. Current statistics indicate that the number of women currently alive who were married during their childhood exceeds 650 million worldwide. Furthermore, a staggering 12 million females worldwide enter into marriage annually prior to reaching the age of 18. Furthermore, according to the United Nations (2017), the prevalence of child marriage is such that one out of every five girls worldwide is wedded before to reaching the age of 18.

In their study, Mughal et al (2020) examined the impact of early marriages on the educational attainment of girls in Pakistan. The study's findings indicated that early marriage is considered a socio-cultural factor that contributes to the marriage of school-going girls at a young age. They additionally disclosed that a majority of respondents expressed remorse regarding their early



marriages, citing the adverse consequences they experienced as a result of marrying at a young age. Poverty and cultural customs were the primary factors contributing to early marriages. The study uncovered several consequences associated with early marriages, such as economic deprivation and lack of education resulting from reduced school attendance. Additionally, it highlighted the limited opportunities for social interaction and the increased risk of maternal mortality owing to problems during childbirth.

In their 2019 study, Sangwan and Yadav examined the phenomenon of child marriage and its effects on the education of females in India. The study's findings indicate that early marriage is primarily driven by factors such as the pursuit of economic security, the need to protect young girls, peer and family pressure, civil conflicts, and the regulation of female sexuality. Additionally, it has been disclosed that early marriage has a detrimental effect on the education of young girls, as they are compelled to abandon their schooling in order to enter into marriage. This not only adversely affects their overall well-being, but also has repercussions for the wider community. Early marriage of girls has been found to exacerbate poverty, health issues, and maternal death rates.

Bengesai et al (2021) conducted a study on the influence of early marriage on the attainment of primary education in Zimbabwe. The study's findings indicate that the majority of girls' first marriages occur between the ages of 15 and 22. The findings indicate that early marriage of girls in Zimbabwe has a negative impact on their education, since it reduces the likelihood of successfully completing the initial year of secondary education. Child marriage was identified as a significant obstacle to girls' education and therefore required attention in order to enhance the likelihood of reaching sustainable development goals, particularly. Targets 4.2 and 5.3.

Chukwuaguzie et al (2021) conducted a study on the influence of early marriage on the scholastic progress of female students in senior secondary schools in Nigeria. The study's findings indicate

that early marriage significantly impacts the academic performance of females, leading to a decline in their educational possibilities and an increase in school dropout rates following marriage. The study identified several ways that could effectively mitigate early marriage. These strategies encompassed the provision of complimentary education for girls, raising awareness about the significance of girl education, and implementing strict rules and fines by the federal government.

Sakwa (2020) conducted a study in Buna Sub-County, Kenya, examining the impact of early marriages on the educational outcomes of primary school females. The study's findings indicated that early marriages among adolescent girls were prevalent in the region and had a significant impact on girls' schooling. Despite the availability of free education, girls in the neighbourhood were reportedly prevented from attending school and often dropped out before completing the mandatory 12 years of education. To prevent the negative consequences of early marriage, it is crucial to implement guidance and counselling programmes in schools to provide support for girls. Additionally, offering conditional cash transfers to girls and their parents, as well as raising awareness among parents and the community about the harmful effects of early marriage, can also help mitigate this issue.

Early marriage of young girls remains a prevalent issue in Tanzania, despite the government's efforts to eradicate it. In 2016, it was disclosed that 36% of women in Tanzania, aged 20-24, were married before reaching the age of 18. The occurrence of child marriage in Tanzania is widespread in regions predominantly inhabited by pastoral societies, as well as in coastal areas predominantly influenced by Islamic culture. The Maasai society in Tanzania is known for its high prevalence of early marriage. The Maasai society does not prioritise females' education, as male parents perceive it as a squandering of resources (Bali & Mbavai, 2015).

Ndaula (2018) did a study on the prevalence of child marriage among female students from the Maasai community in Tanzania. The study's findings indicate that early marriage is still prevalent among Maasai females, with marriage occurring between the ages of 6 and 15 years. The study identified several factors that contribute to early marriage among the Maasai, including poverty, corruption, leadership irresponsibility, and adherence to Maasai traditions and practices. The study suggested that collaborative efforts are necessary to educate society about the adverse consequences of child marriage.

In a study conducted by Lukuba (2015), the focus was on examining the impact of early marriage customs on the educational outcomes of girls in the Mkuranga district. The study's findings indicate that the issue of early marriages among girls in the district is widespread. The primary determinant of early marriage in the district is the community's low educational attainment. Early marriages had a significant impact on girls' education, resulting in a higher rate of school dropout among them. The study stated that early marriage is a significant challenge to girls' education, emphasising the need for collaboration among all stakeholders to address this issue. Nevertheless, there is limited knowledge in Tanzania regarding the impact of early marriages on the education of girls in Maasai tribes.

### **1.3 Statement of the Problem**

Tanzania's government has implemented many initiatives to effectively address the issue of child marriage. The government ratified the Universal Declaration of Human Rights in 1948, the Convention on the Rights of the Child (CRC) in 1989, and the Convention on the Elimination of All Forms of Discrimination against Women. International organisations and institutions are also involved in efforts to eradicate child marriage in Tanzania. World Vision initiated a campaign in 13 regions and 36 districts in Tanzania with the objective of eradicating child marriage. In addition,

UNICEF and the Tanzanian government initiated a programme called Binti, with the objective of eradicating child marriage in Tanzania. Additional initiatives encompass the provision of instruction to local child protection committees, establishment of child rights clubs inside educational institutions, and the education of instructors on matters pertaining to child rights (Schafnit et al, 2019).

Although the government, foreign organisations, NGOs, and other stakeholders have made attempts to eradicate child marriage in Tanzania, the problem still persists. In 2016, Ndaula (2018) found that 36% of women in Tanzania, who were between the ages of 20 and 24, were married before reaching the age of 18. Furthermore, the practice of marrying young girls is prevalent throughout pastoralist tribes, such as the Maasai community. Hence, it is imperative to evaluate the impact of early marriage on the education of young Maasai girls in the Kilosa district.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The general objective of the study is to assess the effect of early marriage on girl childhood education.

### **1.4.2 Specific Objectives**

The study aims at three specific objectives which are;

- i. To examine the causes of early marriage to Maasai young girls at Kilosa district.
- ii. To examine the effect of early marriage on education of Maasai young girls at Kilosa district.
- iii. To suggest measures to end early marriage to Maasai young girls at Kilosa district.

## **1.5 Research Questions**

The study aims at answering the following research questions;

- i. What are the causes of early marriage to Maasai young girls at Kilosa district?
- ii. How does early marriages effect education of Maasai young girls at Kilosa district?
- iii. How can early marriages be ended to Maasai young girls at Kilosa district?

## **1.6 Research Hypothesis**

The following research hypothesis were formulated during this study.

- i. There is no causes of early marriage to Maasai young girls at Kilosa District.
- ii. Early marriage has no effects of education of Maasai young girls at Kilosa district.
- iii. There is no way to end early marriage to Maasai young girls.

## **1.7 Scope of the Study**

This study will be limited to the jurisdiction of a single district council, specifically Kilosa district. The study will focus only on identifying the factors contributing to early marriages among Maasai girls, analysing the impact of early weddings on the education of Maasai girls, and proposing effective strategies to eradicate early marriage practices among Maasai girls. The study will employ girl pupils, parents, local government leaders, and teachers to gather information that will aid in accomplishing the study's objectives.

## **1.7 Limitations of the Study**

The researcher anticipates to encounter sampling bias which will be solved by using appropriate sampling techniques that will help him to minimize biasness. Furthermore, some of the respondents might delay or not cooperate in providing the right and sufficient information needed for the study.

This will barrier can be solved by assuring the respondents that the information provided for this study will not be disclosed for any other purpose as one of research ethics.

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

This study will provide policy makers with valuable insights on the magnitude of the educational deprivation experienced by young Maasai girls due to early marriages. Consequently, policymakers will be more equipped to develop policies and initiatives that might effectively address the issue of early marriages in Maasai communities. Furthermore, the study will amplify the voices of young girls impacted by early weddings, shedding light on their limited access to school due to the consequences of early marriage. Their recommendations regarding approaches to tackle the issue will be valuable in bolstering government efforts in managing the problem. Researchers can utilise the study's findings to bolster their literature. They can also utilise the results of the study to identify areas for further investigation. The researcher of this study will fulfil the necessary criteria to obtain a Master's Degree in Business Administration with a specialisation in Leadership and Governance from the Institute of Accountancy Arusha.

### **1.9 Organization of the Report**

The present research report is structured into three distinct chapters. The first chapter of the report presents the study's background, research issue statement, general and specific research objectives, general and specific research questions, significance of the investigation, and scope of the study. The second chapter of the paper focuses only on conducting a comprehensive evaluation of existing literature. The chapter offers precise definitions of important terminology, a comprehensive assessment of theoretical literature, an in-depth analysis of empirical literature, identification of research gaps, and the development of a conceptual framework. The third chapter of the report outlines the methodologies that will be employed to accomplish the study's objectives.

The methodology encompass several components such as the study area, research design, targeted population, sampling techniques, sample size, data gathering methods, data analysis, validity and reliability, and ethical considerations.

### **1.10 Conclusion**

This chapter explores the topic of early marriages and the education of females, drawing upon various literature sources from around the world. Furthermore, the study has highlighted the issue of insufficient literature regarding the impact of early marriages on the education of Maasai females. This creates an opportunity to carry out further research on this subject. The study includes both general and specific objectives, as well as research questions that will be addressed in the final stages of the research. Moreover, the implications that will be obtained as a result of this investigation are outlined in the chapter.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter provides different reviewed literatures related to the issue of early marriages and childhood education. The chapter has theoretical literature review where definitions of key terms are provided; different literatures are provided and other materials. The chapter further provides empirical literature review, theories related to the study and research gap.

#### **2.2 Theoretical Literature Review**

##### **2.2.1 Definition of Key Terms**

###### **2.2.1.1 Early Marriage**

Early marriage refers to the act of getting married before reaching the legal age of 18 years. Bayisenge (2010). The definition states that there is a legally acknowledged minimum age for marriage, which is 18 years. Consequently, anyone who gets married prior to reaching the age of 18 is considered to be engaging in early marriage. Therefore, in the context of this study, early marriage for girls refers to the act of marrying girls who have not yet attained the legally allowed age of 18 years.

Early marriage refers to the act of getting married before reaching the age of 18, when the girl involved is not prepared for marriage and delivery (Aychiluhm et al, 2021). Early marriage refers to the act of marrying a girl who is not yet prepared for marriage and is not physically or emotionally ready to have children. This indicates that it is a marriage that is coerced upon a girl who is under



the age of 18. Additionally, the author asserts that early marriage has diverse ramifications on the health and social outcomes of women and their offspring.

### **2.2.2 Causes of Early Marriage**

Michael (2014) conducted a study on the factors that contribute to early marriage among teenagers. The author disclosed that early marriage is primarily attributed to insufficient sex education, peer pressure, mass media influence, lack of transparency, adherence to traditional customs, and unemployment. Ndaula (2018) identified poverty, corruption, leadership irresponsibility, and Maasai traditions and practices as the contributing factors to early marriage among the Maasai community. In their 2019 study, Sangwan and Yadav examined the phenomenon of child marriage and its effects on the education of females in India. The study's findings indicated that early marriage was primarily driven by factors such as the pursuit of economic stability, the need to protect young girls, peer and family pressure, civil conflicts, and the regulation of female sexuality. Simwa (2022) asserts that the factors contributing to early marriage among females include inadequate sexual education, unplanned pregnancies, poverty, and the desire to uphold the family's reputation. Lukuba (2015) stated that the issue of early marriages among girls stems from a lack of education among community members.

### **2.2.3 Effects of Early Marriage on Girl Education**

Wodon (2017) states that early marriage diminishes the probability of young girls pursuing further education, hence exerting a detrimental impact on their educational attainment. According to the author, early marriage diminishes the educational opportunities for young ladies who are married at a young age. Consequently, early marriages exert a detrimental impact on the education of girls. According to Abdallah (2017), early marriages have detrimental effects on the education of young girls. Early marriages lead to a higher rate of school dropout among girls, which in turn hampers

their access to education. Mughal (2020) highlights that early adversity hampers girls' education, leading to a subsequent rise in their lack of knowledge.

### **2.3 Empirical Literature Review**

Usman and Musa (2021) did a study on the impact of early marriage on the education of girls in Geidam, Nigeria. The study included multistage sample procedures for sampling. The study included a sample size of 200 respondents, chosen through a random selection process. The study employed the questionnaire approach for data collecting, and descriptive statistics were utilised for data analysis. The study's findings indicated that early marriage had detrimental effects on students' schooling. Additional adverse impacts uncovered in the study include educational discrimination, a high incidence of vesicovaginal fistula, and an elevated prevalence of caesarean delivery. It was suggested that the government and policy makers should promote the education of girls, ensuring they receive education at least up to the secondary level.

In a study conducted by Abdallah (2017), the researcher examined the effects of early marriages on the rate of children dropping out of school in Bundibugyo district. The study employed a hybrid research technique, combining qualitative and quantitative methodologies. The study utilised a descriptive case study approach as its research methodology. The study utilised data obtained from both primary and secondary sources. The study's findings indicated a significant occurrence of early marriage in the area under investigation. The data also indicated that the presence of child marriage in the region was a contributing factor to the rise in school dropout rates among adolescent girls. The study's findings determined that early marriage was a significant challenge in the area under investigation. Hence, it is advisable to conduct further investigations within the country to ascertain the extent of the issue.

In Tanzania, Ndaula (2018) did a research study focusing on the issue of underage marriage among female students belonging to the Maasai community. The study utilised a qualitative research design. The study employed a case study design. The study utilised data collection methods such as interviews, focus group discussions, and observations. The study's findings indicate that the Maasai community continues to engage in the practice of early marriage, with girls as young as 6 to 15 years old being married off. The study identified several factors that contribute to early marriage among the Maasai, including poverty, corruption, leadership irresponsibility, and adherence to Maasai traditions and practices. The study proposed that collaborative endeavours are necessary to educate society about the adverse consequences of child marriage.

In a study undertaken by Mughal (2020), the focus was on examining the impact of early marriages on the educational attainment of girls. The study employed a quantitative research approach. The study employed purposive sampling to obtain data using a structured questionnaire and interviews. The study's findings indicated that poverty was the primary factor contributing to early marriage. The data additionally demonstrated that early marriage had a detrimental impact on females' schooling, hence exacerbating their lack of knowledge. A recommendation was made for the government to initiate an awareness campaign to underscore the significance of girls' education and the detrimental consequences of early marriage.

In a study conducted by Sakwa (2020), the researcher examined the impact of early marriage on the educational attainment of primary school females in Buna Sub-County, Kenya. The study utilised a descriptive research design as its research methodology. The study employed a basic random sampling technique to select respondents. The study's findings indicate that early marriage is mostly attributed to factors such as poverty, widespread illiteracy, regional customs, and regressive cultural practices. The data additionally demonstrated that early marriage had a detrimental impact on

females' education as it prevented them from attending school. A suggestion was made to enhance the provision of guidance and counselling services in schools, while also raising awareness among parents about the need of educating females.

In a study conducted by Abdallah (2017), the focus was on examining the influence of early marriages on child dropout rates in Bundibugyo district. The study employed a mixed methodology, incorporating both qualitative and quantitative methodologies. The study employed a descriptive case study approach as its research methodology. The study employed the data collection methods of questionnaires and interviews. The study's findings indicated that the primary factor contributing to early marriage in the region was a lack of education. The majority of parents lack awareness on the significance of formal education for their children. The findings additionally indicated that early marriage was a factor in the higher rate of school dropout among female students.

Stark (2017) conducted a study on the phenomenon of early marriage and its cultural manifestations in two impoverished urban areas in Dar es Salaam. The study utilised a qualitative research approach. Interviews were conducted to gather data. The study findings indicated that early marriages in urban Tanzania were linked to two significant characteristics. These factors encompass the frequency of premarital sexual activity, which results in pregnancies occurring outside of marriage, as well as the comparably elevated expenses associated with pursuing secondary education. Consequently, this hinders the educational prospects for girls who are 15 years old.

In the study conducted by Korir, K. G (2018) on the cultural practices that contribute to the high dropout rate of girls in primary schools in Kajiado County, Kenya, it was found that the phenomenon of school dropout occurs irrespective of gender. Furthermore, specific cultural practices were

identified as the main causes of the dropout rate among girls in primary school. This study also demonstrated that cultural behaviours within Maasai villages in Kilosa area significantly contribute to the high dropout rate among female students. Furthermore, the conceptual framework presented in this study demonstrates the impact of cultural practices on the educational outcomes of students, particularly contributing to high dropout rates among girls and subsequently resulting in poor academic performance.

In addition, the research conducted by Suyanto, B., et al (2023) examined the factors and consequences of early marriage. The plight of young females in East Java, Indonesia. This study utilised a mixed method technique to carry out the investigation. This study reveals that the factors contributing to early marriage extend beyond economic considerations and encompass sociological influences as well. Early marriage not only poses health risks for girls but also limits their access to education and employment possibilities. Furthermore, the academic performance of certain young females who marry at an early age and still attend school tends to decline, as they struggle to manage the responsibilities of both marriage and education. Early marriage is often associated with a heightened risk of intimate partner violence in some instances. This study emphasises the necessity of closely addressing the issue of early marriage in Indonesia, since it significantly impacts a large number of adolescent girls and underage females. Furthermore, this study also indicates that not all adolescent girls who enter into early marriages see an improvement in their socioeconomic status compared to their pre-marriage situation. Parents from impoverished households who arrange marriages for their daughters with the expectation that it will alleviate their financial struggles often find themselves sinking further into poverty after their daughters' weddings. This is due to the additional responsibilities and financial demands that come with supporting their daughters and fulfilling their basic needs, which can be quite substantial. Impoverished families

exploit their young daughters as a means of generating wealth, as they anticipate financial gains upon their marriage. Several married women continue to reside with their parents due to their lack of homeownership.

## **2.4 Knowledge Gap**

The examined studies have consistently highlighted child marriage as a prevalent issue that affects various communities. The research that were evaluated did not focus specifically on Maasai communities, particularly regarding the impact of early marriages on the education of young Maasai girls. The study conducted by Ndaula (2018) focused on child marriage among Maasai girl students in Kilosa district council. However, it did not examine the impact of early marriage on the education of young Maasai girls. Hence, this study aims to address the current disparity by evaluating the impact of early marriage on the education of young Maasai girls in the Kilosa district.

## **2.5 Theoretical Framework**

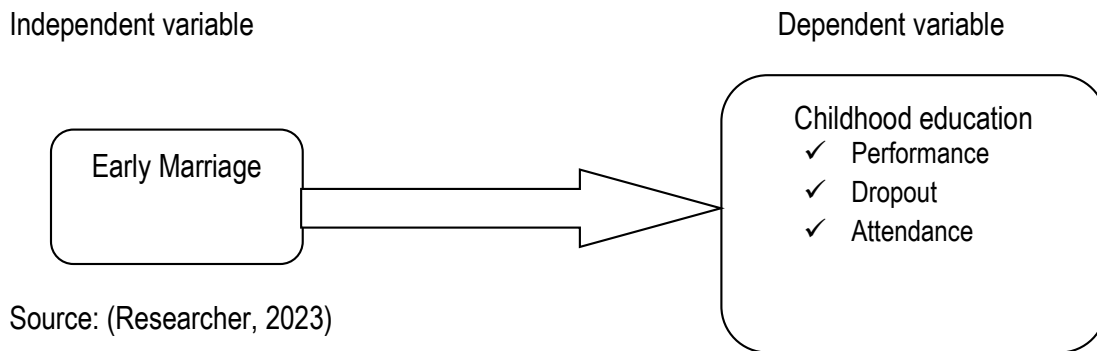
### **2.5.1 Human Capital Theory**

The theory of education, formulated by Gary Becker and Theodore Schultz in the 1960s, is being discussed. The thesis posits that education is indispensable since it promotes economic progress. Keeley (2007) advocated for opportunities to invest in women's education and secure their participation in the workforce. They additionally contended that, according to human capital theory, it is necessary to enhance the provision of education to youngsters. The theory pertains to the research as it posits that education is necessary for economic growth. Nevertheless, the education of girls might be hindered by customs such as early marriages. Hence, the theory will be beneficial in elucidating the impact of early marriages on the educational attainment of girls.

## 2.6 Conceptual Framework

The study's conceptual framework consists of an independent variable and a dependent variable. The study's independent variable is early marriage, while the dependent variable is the education of young Maasai girls. The correlation between these variables can be elucidated by referring to Figure 2.1.

**Figure 2.1 Conceptual Framework**



The relationship between variables of the study which is shown in Figure 2.1 is that childhood education of Maasai girls will be affected by existence of early marriages. This means that early marriages will lead to poor academic performance among girls, dropout among girls as well as poor attendance of girls to schools. All these will lead to destruction of education of girls who are married off.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

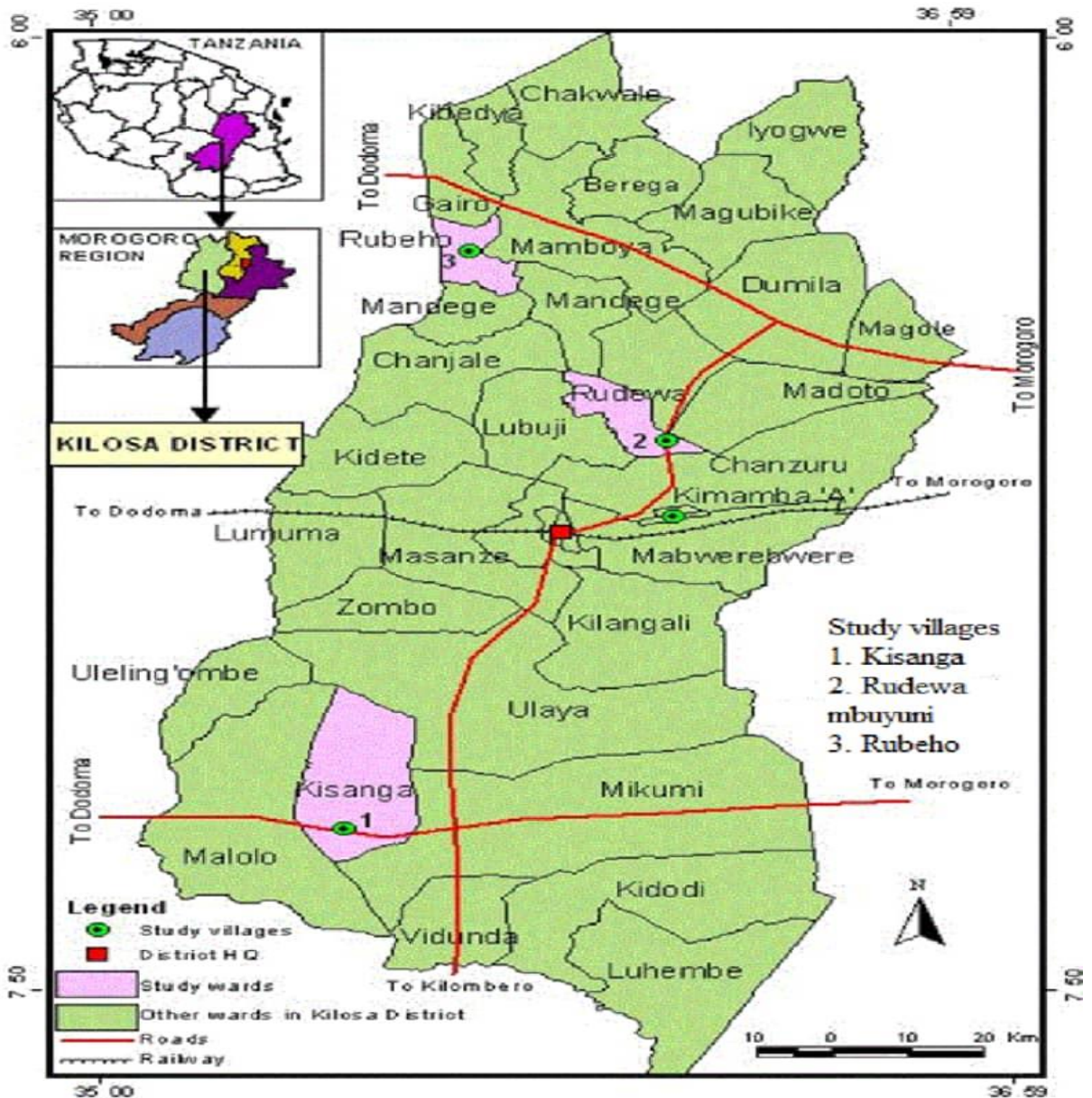
The chapter presents the study area, research design, research approach, target population, sampling techniques and sample size, data collection method, data analysis, as well as ethical consideration.

#### 3.2 Study Area

The study was carried out in Kilosa district which is located at Morogoro region. Kilosa district has a population of 617032 people (URT, 2022). The district was selected considering that it is the leading district in the region with large number of Maasai community members. It is also among districts with large number of cases of early marriages in the region. However, there are few studies which have been conducted in the district to examine the effect of early marriages on childhood education among Maasai girls. Therefore, the study was conducted in this district in order to examine the effect of early marriages on childhood education among Maasai girls. In order to have more understanding of the study area, Map 1 shows the administrative boundaries of Kilosa district as shown below



Map 1: Showing Geographical Location of Kilosa District Council; 2012



### 3.3 Research Design

The research design utilised in this study was a survey design. The survey design was employed to assess the representativeness of individual perspectives and experiences. This design was also beneficial in cost reduction while simultaneously facilitating easy access to details. According to Aggarwal (2019), descriptive survey designs enable researchers to examine and characterise the

distribution of one or more variables without considering any causal or other hypotheses. Therefore, the approach proved beneficial in elucidating the impact of early marriages on the education of Maasai females.

### **3.3.1 Research Approach**

The study employed a qualitative research approach. Cleland (2017) asserted that qualitative research enables researchers to inquire about aspects of human experience that are not easily quantifiable. Hence, a qualitative methodology was employed in this study to gather data on the impact of early marriages on childhood schooling, without quantifying the information. According to Robert (1999), qualitative research is valuable because it offers detailed explanations of intricate occurrences and amplifies the perspectives of individuals whose opinions are seldom acknowledged. Hence, an analysis may be conducted on the impact of early marriages on the educational attainment of Maasai girls.

### **3.3.2 Target Population**

The study focused on the Maasai girl learners, parents, local government officers, and teachers as the target group. Early marriage disproportionately impacts girls. Therefore, they offer crucial insights about the impact of early marriages on their education. Parents are responsible for arranging the marriage of their daughters. Therefore, their involvement in the study was crucial in uncovering the impact on girls. Local government officers are responsible for ensuring the enforcement of laws to eradicate the practice of early marriages. Therefore, they made a significant addition to the study. Teachers possess the expertise to understand the extent to which girls are impacted in educational settings due to early marriages. Therefore, they furnished valuable data that illuminates the impact of early marriages on the education of Maasai females.

### **3.3.3 Sampling Strategies**

The sample approaches employed in this study encompassed convenience sampling, snowball sampling, and purposive sampling.

#### **3.3.3.1 Stratified Sampling Technique**

Stratified sampling is a method of sampling where the population is divided into smaller sub-groups known as strata (Hayes, 2019). A sampling strategy was employed to choose female students from specific primary schools in the Kilosa district. The strategy was employed taking into account the population of students that cannot be effectively handled simultaneously. Consequently, the researcher categorised female students into smaller groups based on their respective classes and presented them with conversation prompts. Murphy (2021) posited that the utilisation of stratified sampling approach is advantageous as it guarantees a precise representation of the population. Hence, the methodology employed in this study ensured that the respondents gathered accurately represent the demographic of female students.

#### **3.3.3.2 Convenience Sampling Technique**

This is a sampling approach that involves selecting respondents who are easily accessible during the data collection procedure. The sampling technique employed to choose parents residing in the three designated elementary schools. The researcher chose parents who were conveniently accessible on specific days for data collection, taking into account their residence in various locations surrounding the communities. Nikolopouolo (2019) posited that convenience sampling is advantageous due to its cost-effectiveness, simplicity, and the availability of readily accessible

individuals. Hence, the methodology proved highly advantageous in minimising expenses and acquiring easily accessible participants.

#### **3.3.3.3 Purposive Sampling Technique**

This is a sampling approach where respondents are chosen based on the researcher's judgements. The technique was deemed crucial in identifying respondents who effectively fulfilled the study's objectives. The researchers employed the purposive sample strategy to choose local government leaders and instructors from specific primary schools. This information proved beneficial in fulfilling the objectives of the study.

#### **3.3.4 Sample Size**

The sampling frame was acquired from the District Social Worker Officer (DSWO) and District Education Office (DEO) in Kilosa District, who possessed a comprehensive list of every ward and Village Executive Officers in the district. The study utilised a sample size of 120 participants. The researcher conducted interviews with 40 participants, held focus group discussions with 60 individuals, and conducted a pilot study with 20 participants. According to Patton (2001), qualitative research does not have a specific rule for selecting sample size. However, the principle of saturation can be employed to ensure an appropriate sample size is obtained. Hence, the number of participants in the study was established based on the consistency of their answers with those of prior participants. Table 3.1 displays the allocation of participants based on the educational institution in their respective villages within the chosen study regions.

**TABLE 3.1: SAMPLE SIZE OF RESPONDENTS BY VILLAGE AND SCHOOL**

<b>Primary Schools</b>	<b>Village</b>	<b>Number of Respondents</b>
Mbwade	Mbwade	12
Twatwatwa	Twatwatwa	15
Parakwiyo	Parakwiyo	19
Mbamba	Mbamba	10
Kilangali	Kilangali	16
Kivungu	Kivungu	9
Ngaiti	Ngaiti	18
Mvumi	Mvumi	11
Malangali	Malangali	10

The sample size of the study was chosen from the population of parents, teachers and pupils within the named areas above. The method employed in selecting these respondents that included in the study was random sampling. There were 120 respondents which administered questionnaire were given and returned.

### **3.4 Data Collection Methods**

The data collection methods employed in this study include the interview approach and focus group discussions.

#### **3.4.1 Interview Method**

The study employed structured and semi-structured interviews. One of the motivations for choosing interviews as a data gathering method is its capacity to yield a substantial amount of information. The interview method proved to be effective in gathering sufficient data on the impact of early

marriages on the education of Maasai females. The unstructured interview allows the researcher to ask additional questions that were not predetermined in the interview guide. These inquiries that arise during discussions proved beneficial in augmenting the quantity of gathered information. Another rationale for utilising interviews was the chance to obtain clarity on both the questions posed and the responses given. Clements (2021) asserted that the interview method is crucial for gathering more comprehensive information from a limited number of participants.

### **3.4.2 Focus Group Discussion**

This is an additional data gathering strategy that was deemed valuable in obtaining information that is relevant for achieving the study's objectives. The researcher organised three cohorts of female students (Group 1, Group 2, and Group 3), each comprising 8 students. The researcher assumed the role of chairperson in group discussions, facilitating the exchange of ideas and providing explanations for any unclear topics. Additionally, the researcher diligently recorded all the responses given by the participants. The researcher posed inquiries to the participants and facilitated a space for deliberation among the group members. Focus group discussions were chosen for the study due to its ability to facilitate robust debate and encourage respondents to challenge one another's perspectives. The method also afforded the researcher the ability to examine how individuals collectively comprehend phenomena and develop meaning in relation to it.

### **3.5 Pilot Study**

A pilot study is a preliminary examination conducted to assess the feasibility of a method intended for a bigger, more rigorous or confirmatory study (Polit & Beck, 2017). Consequently, the trial inquiry was carried out with the participation of 15 respondents. The pilot study allowed the researcher to

evaluate the instruments before implementing the research in the actual study location. The trial study group consisted of individuals with diverse features from the target population to be examined, and it was conducted no more than 3 days before the main fieldwork. The pilot study aided the researcher in rectifying any potential faults that may arise in the field when collecting data, particularly with regards to data collection instruments.

### **3.6 Data Analysis**

The information in this study was analysed utilising the qualitative approach. A qualitative methodology was employed using a word-based strategy and theme data analysis. The researcher meticulously compiled and arranged the data, scrutinised it, devised codes, identified patterns, and subsequently submitted the identified themes in SPSS for analysis. The data obtained from the focus group conversation was transcribed, edited, and analysed to identify themes. These themes and concepts were then interpreted and presented using quoted sentences.

### **3.7 Validity and Reliability of Data**

Validity refers to the degree to which a measurement accurately reflects the intended concept it was designed to assess (Mohajan, 2017). Reliability refers to the extent to which a measurement of a concept or skill remains constant and trustworthy across various settings, occasions, and alternate measuring equipment (Heale & Twycross, 2015).

In order to guarantee the accuracy and dependability of the data, the researcher took measures to verify that the instruments used in the study were precise, correct, and relevant. Additionally, the researcher minimised bias by refining the instruments. Additionally, the researcher verified that the instruments employed are pertinent to the objective of the study. Furthermore, to guarantee the dependability and accuracy of the study, identical and standardised research equipment were used

for all participants. Additionally, a preliminary investigation was conducted to determine the extent to which the respondents could comprehend them.

### **3.8 Ethical Considerations**

Multiple ethical concerns were addressed before to and during the data gathering process from study participants. The primary concern was to ensure the study's legal validity. This was accomplished by obtaining authorization from the local government authority to conduct the study in the district. Furthermore, another ethical concern arose regarding the utilisation of courteous words. During the interviews, the researcher employed suitable language to enhance participants' motivation to share information. Furthermore, another ethical concern that must be followed is the preservation of secrecy and privacy of information. The researcher implemented stringent measures to maintain strict control over the access to information provided by the study participants.

### **3.9 Limitations that Influenced Research Methodology**

This study might suffer from reluctant respondents because some of the respondents might have conflict of interest. Also, the study faced a challenge in obtaining proper target population due to fear of the respective respondents as some had early marriage. To overcome this challenge, the study employed various data collection methods to similar group of respondent to overcome the limitations.

### **3.10 Conclusion**

The chapter mentioned that the investigation was conducted in Kilosa district. The chapter also presented the research design employed, namely the descriptive survey design. The study employed a qualitative research approach. The study conducted in this chapter focused on the



target audience, which consisted of Maasai female students, parents, local government officials, and teachers. The chapter presents various sampling approaches, such as purposive sampling, stratified sampling, and convenience sampling. The chapter discussed data gathering methods, namely the interview approach and focus group discussion.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

#### **4.1 Introduction**

This chapter presents the analysis of the data that was collected from respondents that were included in the study. Primary data was collected using focused group discussion and interview that contained directive questions that were administered to the respondents by the researcher. The data collected was subjected to processing and analysis work, answers from different respondents were checked and compared for validity. They were edited for accuracy and completeness, classified and tabulated for ease of analysis and interpretations.

#### **4.1 Descriptive results**

##### **4.1.1 General information of the respondents**

Primary data was collected from 10 villages and 10 schools in each respective village. This research was conducted in Kilosa Rural District in Morogoro region. The study collected data from 120 respondents using structured questionnaires. The respondents were required to fill the questionnaire in the presence of the researcher. All the 120 respondents were reached with very few errors.

From the interview and focused group discussion, it was observed that there were 81 Female respondents which are equivalent to 67.5% and 39 male respondent's equivalent to 32.5%. This information is presented in Table 4.1 below.

**TABLE 4.1 PARTICIPANTS' DEMOGRAPHICS CLUSTER**

Gender of Respondents	Students	Teachers	Local Government Leaders	Parents	Total	Percentage
Males	0	8	15	16	39	32.5
Females	16	12	18	35	81	67.5
<b>Total</b>	<b>16</b>	<b>20</b>	<b>33</b>	<b>51</b>	<b>120</b>	<b>100</b>

Also the majority of the respondents had only attained primary school education (64.2%), 23.3% had attained secondary level education, 5.0% were certificate holders and 2.5% and 5.0% were diploma and degree holders respectively. This information is presented in Table 4.2 below.

**TABLE 4.2: Education Status of Respondents**

	Education level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary level	77	64.2	64.2	64.2
	Secondary level	28	23.3	23.3	87.5
	Certificate level	6	5.0	5.0	92.5
	Diploma level	3	2.5	2.5	95.0
	University level	6	5.0	5.0	100.0
	Total	120	100.0	100.0	

The researcher observed that all of the respondents had attained some form of education as shown above. This observation was some particular interest to the researcher.

#### **4.2 Research hypothesis testing**

Data collected from the respondents was used to test the research questions. This section of the research presents the analysis of the research question.

#### **4.2.1 THERE IS NO CAUSES OF EARLY MARRIAGE TO MAASAI YOUNG GIRLS AT KILOSA DISTRICT?**

Under this assumption the researcher wanted to find out at the causes of early marriage to Maasai young girls in Kilosa district. Thus, the researcher during interview and discussion there were different causes as shown below.

**Question 1:** Is there any early marriage practices in your area?

The answer to this question was as presented in Table 4.2.1 below;

**TABLE 4.2.1 EARLY MARRIAGE PRACTICES IN THE AREA**

Awareness of Early Marriage Practices		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	36	30.0	30.0	30.0
	Yes	84	70.0	70.0	100.0
	Total	120	100.0	100.0	

Causes of Early Marriage		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poverty	24	20.0	20.0	20.0
	Low level of Education	13	10.8	10.8	30.8
	Maasai Culture	67	55.9	55.9	86.7
	Local belief	16	13.3	13.3	100
	Total	120	100.0	100.0	

The response of the respondents to this question shows that 70.0% indicated that there were early marriage practices in their areas whilst 30.0% of respondents indicated that there were no early marriage practices in their areas.

To further test of the hypothesis, the researcher asked the respondents who were aware of the early marriage practices in their areas if they know the causes of early marriages in their area

**Question 2:** What are the causes of early marriage in the area?

The answer to this question is presented in the Table 4.2.2 below;

**TABLE 4.2.2 WHAT ARE THE CAUSES OF EARLY MARRIAGE IN YOUR AREA?**

The response of the respondents showed that in their areas 20.0% indicated that early marriage is caused by poverty, 10.8% indicated that early marriage is caused by poor or low level of education, 55.9% of the respondent indicated that early marriage is caused by Maasai culture and only 13.3% of the respondents indicated that early marriage is caused by local belief. Therefore researcher from above results can conclude this research hypothesis by stating that;

“Early marriage among Maasai young girl is mostly caused by their Maasai culture which allow young girls to be married at their young age. Also there are other causes like poverty, local belief and poor education among the Maasai society.”

#### **4.2.2 Early marriages cannot effect education of maasai young girls at kilosa district**

Under this assumption the researcher wanted to find out the perception of the respondents on the effects of early marriage on education of Maasai young girls in the study area. To have more understanding on this the researcher asked several questions to the respondents as follows;

**Question 1:** What is/are the source(s) of income among Maasai society leaving in Kilosa district?

The answer to this question is presented in the Table 4.2.3 below

**Table 4.2.3 what are the sources of income (occupation) of the maasai leaving in kilosa district?**

<b>Occupation of Maasai</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Pastoralism	109	90.8	90.8	90.8
Business	7	5.9	5.9	96.7
Employed	4	3.3	3.3	100.0
Total	120	100.0	100.0	

The response of the respondents to this showed that 109 respondents interviewed which are equal to 90.8 percent engage in pastoralism practices as Maasai source of income, 7 respondents interviewed equals to 5.9 percent indicated that Maasai source of income is business and only 4 respondents equals to 3.3 percent of Maasai are employed as main source of their income. In this result the researcher noted that most of the Maasai society leaving in Kilosa engage on pastoralism despite the fact that very few are business people and others have permanent employment as their main sources of income.

To further test of this hypothesis the researcher asked the respondents on the effects of early Marriage practices among Maasai young girls in Kilosa district.

**Question 2:** What is the effects of early marriage practices among Maasai young girls?

The answer to this question is shown in the Table 4.2.4 below;

**Table 4.2.4 the Effects of Early Marriage Practices Among Maasai Young Girls**

Effects of early Marriages		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Psychological and Social effects	21	17.5	17.5	17.5
	Diseases (STI & HIV)	22	18.3	18.3	35.8
	School dropout	53	44.2	44.2	80.0
	Increase in children leaving invulnerable condition	18	15.0	15.0	95.0
	Family conflict	6	5.0	5.0	100.0
	Total	120	100.0	100.0	

The

Response of the interviewed respondents indicated that 21 respondents which is equivalent to 17.5

percent said that early marriage practices causes “Psychological and Social effects” among Maasai young girls, 22 respondents which is equivalent to 18.3 percent of interviewed respondents showed that early marriage practices causes Diseases ((Sexual Transmitted Infections – STIs) and Human Immunodeficiency Virus – HIV)) hence weakening the growing human capital which may lead to death. 53 respondents interviewed which is equivalent to 44.2 percent indicated that early marriage practice causes school dropout among Maasai young girls who got marriage, 18 interviewed respondent which is equivalent to 15 percent indicated that early marriage causes increase in children leaving in vulnerable conditions (previously called street children) and 6 interviewed respondents which is equivalent to 5 percent indicated that early marriage of young Maasai girls causes family conflicts among the families that engage in early marriage practices.

**Question 3.** How does education get affected by early marriage among Maasai Young girls?

The answer to this question is presented in the Table 4.2.5 below;

**Table 4.2.5: How Does Education Get Affected By Early Marriages Among Maasai Young Girls?**

Effects of early Marriages on Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor performance	68	56.7	56.7	56.7
	School drop out	52	43.3	43.3	100.0
	Total	120	100.0	100.0	

The response of the respondents on this question indicated that 68 interviewed or engaged in focus group discussion respondents which are equal to 56.7 percent said that early marriage causes “poor performance” on young Maasai girls while 52 interviewed respondents which are equal to 43.3



percent said that early marriage causes “school drop-out” among Maasai young girls as they cannot handle or balance the married family matters and education causing to leave the school as she cannot abandon her marriage. This means that effects of early marriage on education of Maasai young girls in Kilosa district causes poor performance and school drop-out leaving other things constant. Therefore from the answers of these three questions, the researcher concludes this hypothesis by stating that;

“Early marriages effect education of Maasai young girls at Kilosa district causing poor performance and school drop – outs.”

#### 4.2.3 How Can Early Marriages Be Ended To Maasai Young Girls At Kilosa District?

Under this assumption the researcher wanted to find out the solutions to end early marriages among Maasai young girls in the area of the study. To have more understanding on this, the researcher asked several questions to the interviewed respondents as follows;

**Question 1:** is there any initiative to end early marriages in your area?

The answer of respondent to this question is presented in Table 4.2.6 below;

**Table 4.2.6: Initiative To End Early Marriages In Your Area**

Initiatives to end early Marriage		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	34	28.3	28.3	28.3
	Yes	86	71.7	71.7	100.0
	Total	120	100.0	100.0	

The response of the interviewed respondents indicated that 34 respondents which are equal to 28.3 percent said “NO” while 86 interviewed respondents which are equal to 71.7 percent said “YES” on

the initiative to end early marriages among Maasai society. According to the above response it shows that there are some initiatives taken by different social stakeholders to end early marriages to Maasai young girls.

To further test of this hypothesis the researcher asked other questions to the respondents which will give more clarifications to the hypothesis set forth.

**Question 2:** What measures do you think can end early marriage practices?

The answer of the respondents to this question is given in the Table 4.2.7 below:

**Table 4.2.7 What Measures Can End Early Marriage Of Maasai Young Girls In Your Area?**

Measures to end early marriages		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education provision	46	38.3	38.3	38.3
	Good culture practice	53	44.2	44.2	82.5
	Economic empowerment	21	17.5	17.5	100.0
	Total	120	100.0	100.0	

The response of the respondents indicated that 46 interviewed respondents which is equal to 38.3 percent said that the providing education to Maasai community in Kilosa district will “reduce” or end the early marriage to Maasai young girls, 53 interviewed respondents which is equal to 44.2 percent said that the good cultural practices among Maasai community will help ending early marriage among young girls. 21 interviewed respondents which is equal to 17.5 percent said that the economic empowerment will help to end early marriages among Maasai young girls in the study area.

**Question 3:** What are the Government initiatives taken in reducing young early marriages?

The answer of the respondents to this question is given in the Table 4.2.8 below

**Table 4.2.8 What Are The Government Initiatives Taken In Reducing Young Early Marriages**

Government initiatives in ending early marriages		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Supportive policy	48	40.0	40.0	40.0
	Educative social programme (Police)	31	25.8	25.8	65.8
	Child protective Laws	19	15.8	15.8	81.6
	Enhance good Cultural practices	22	18.4	18.4	100
	Total	120	100.0	100.0	

The response of the respondents indicated that 48 of the interviewed respondents which is equivalent to 40.0 percent said the government should create and enforce policies that prohibit early marriages to Maasai young girls, 31 interviewed respondents which is equal to 25.8 percent indicated that educative social programmes reinforced by police through “DAWATI LA JINSIA” should be created and practiced among Maasai community to sensitize ending early marriage among young Maasai girls, 19 interviewed respondents which is equivalent to 15.8 percent showed that the government should put laws that protect children (young girls) from getting married and 22 interviewed respondents showed that enhancing good cultural practiced among the Maasai community will help ending early marriages of young girls in Kilosa district.

Therefore from these three answers from the above questions to interviewed respondents, the researcher concludes this hypothesis by stating that;

“There is high chance of ending early marriage among young Maasai girls in Kilosa district if the Government and community create educational awareness programmes in the Maasai society”

## CHAPTER FIVE

### PRESENTATION AND DISCUSSIONS OF THE FINDINGS

#### 5.0 Introduction

This chapter discusses the results from the analyzed data and the interpretations are made in the light of the predetermined research objectives and questions.

#### 5.1 The Causes of Early Marriage to Maasai Young Girls at Kilosa District

The researcher aimed to investigate the factors contributing to the occurrence of early marriage among Maasai adolescent girls in the Kilosa district. The research indicates that the primary causes are attributed to the Maasai culture, poverty, local beliefs, and poor education, ranked according to their significant impact on the respective causes.

The study's conclusions are corroborated by the research conducted by Ndaula (2018) and Lukuba (2015). Their findings demonstrate that the issue of early marriages among girls in the district is widespread. The primary determinant of early marriage in the district is the inadequate level of education among community members. While not the primary determinant, the Maasai community's lower level of education is a contributing factor to the occurrence of early marriages among young girls. This aligns with the research conducted by Abdallah (2017), which found that the primary factor contributing to early marriage in the region was a lack of education. The study also highlighted that many parents are unaware of the significance of formal education for their children. Currently, this discovery reveals that a significant number of the older generation of Maasai did not receive formal education. Consequently, the proportion of educated Maasai individuals is lower in comparison to the proportion of educated older Maasai individuals. This finding aligns with the results of a study conducted in the area, which identified a low level of education as one of the contributing factors to early marriage among young Maasai girls.

Furthermore, Sangwan and Yadav (2019) provided evidence that early marriage can be attributed to factors such as the pursuit of economic stability, the need to protect young females, peer and familial influence, as well as civil conflicts within families. This also demonstrates that the impoverished economic conditions within Maasai society contribute to early weddings, as Maasai parents perceive it as an opportunity to acquire additional cattle through the bride payment provided by the husband. In Maasai culture, it is customary for a husband to provide a substantial number of cattle to the girl's family in order to marry a young Maasai girl. Owning a large number of cattle is considered a symbol of wealth within the Maasai society. Mughal (2020) found that poverty was the primary factor contributing to early marriage, as supported by the findings of this investigation in Kilosa district.

Korir's (2018) study unveiled that early marriage stems from detrimental cultural practices that permit the involvement of young females in matrimony during their formative years. These findings align with the results of Mtewe's (2012) study, which indicated that a Maasai girl is married promptly following her initiation ceremony. The study's findings suggest that, according to Maasai culture, a girl becomes eligible for marriage through the initiation ceremony, regardless of her age or education. This aligns with the study's results, which indicate that 55.9% of the respondents interviewed believe that Maasai culture plays a significant role in facilitating early marriages among young Maasai girls in Kilosa.

## **5.2 Early Marriages Has Effect on Education of Maasai Young Girls at Kilosa District**

The researcher formulated the aforementioned research hypothesis to investigate the impact of early marriage on the educational attainment of Maasai adolescent females in the Kilosa district.

The research hypothesis is corroborated by the findings highlighted by Abdallah (2017), Ndaula (2018), Mughal (2020), and Sakwa (2020). These studies support the conclusion of this research, which reveals that early marriages in the Maasai community are responsible for school dropout and underperformance among young girls in schools in the Kilosa district. Moreover, the aforementioned findings indicate that a significant number of adolescent females who are married at a young age are deprived of the chance to pursue secondary school. Elujekwute also asserts that numerous husbands are hesitant to send their women to school due to their fear of losing control over them once they achieve higher levels of knowledge.

In addition to Stark's (2017) research, other studies by Korir (2018) and Chukwuaguzie, Rev. Matthew, and Akuezunkpa (2021) have demonstrated that early marriage has a detrimental effect on students' academic performance. This is due to an increased likelihood of dropping out, resulting in poor attendance and therefore, bad academic outcomes. The study's findings indicate the presence of effects.

### **5.3 There is no way to end early marriage to Maasai young girls**

The researcher upon setting this hypothesis wanted to know the way to end early marriages to Maasai young girls. On this the researcher postulated that if the early marriages are ended among the Maasai community then young girls will go to school and perform better.

The finding of this hypothesis is supported by the studies done by Abdallah (2017), Ndaula (2018), Mughal (2020 and Sakwa (2020) revealed that different measures should be taken to end early marriages among Maasai young girls. The study emphasizes that more education should be given to the Maasai community so that they should abandon the bad culture of young girls being married at young age. Also the study showed that the government should create policy that will enhance the

society to end early marriage to young girls and enforce it so that all the community should prohibit children from getting married at their young age. This will build a better generation of tomorrow as the society will have a matured and decisive community.

Suyanto, B., et al (2023) also revealed that socio – economic awareness should be practiced in the society. From this study it showed that one of the factors that enhance early marriage is poverty thus the government and stakeholders should plan and find projects which will empower these community economically thus reducing or ending early marriage among Maasai girls as it will strengthen them economically reducing the current norms that the girl if married will bring wealth. The study done by Simwa (2022) and Lukuba (2015) showed that provision of sexual education is the key to end early marriage among Maasai young girls, this is in line with the result obtained from this study as from the finding it shows that creating awareness through education provision as will make the Maasai community understand the importance of education to the lives of young generation making them more responsible in production in the society and make this girl more independent using her education to make right decision.

The primary objective of this study was to evaluate the impact of early marriage on the education of girls in the Kilosa district. The study utilised a representative sample of parents, teachers, students, and local Government authorities from Kilosa District. In order to accomplish the objective of the study, the researcher devised three hypotheses to evaluate the impacts of early marriages. These hypotheses are as follows: firstly, there are no factors that contribute to early marriage among Maasai young girls in Kilosa District; secondly, early marriage does not have any effects on the education of Maasai young girls in Kilosa District; and finally, there are no viable methods to put an end to early marriage among Maasai young girls.



The study utilised both primary and secondary data. The primary data was taken from a sample of 120 respondents, which included activists randomly picked from a sampling frame provided by the District and village executive officers. The sample comprised of 10 communities and 10 primary schools located in Kilosa District. These villages were chosen in a haphazard manner following the division of the District into several categories. The researcher acquired primary data through the use of a structured interview and a focused group discussion. The data was analysed using basic statistical measures such as percentages, as well as the Statistics Package for Social Science (SPSS).

The study's findings revealed that early marriage in the Kilosa district had a detrimental impact on a girl's education during her childhood. Moreover, the study demonstrated that as a result of this phenomenon, there is a potential for an early establishment of a Maasai community in decision-making processes, since the majority of moms will not have influence over family affairs. The study's findings were corroborated by previous empirical studies conducted on a related subject, such as Ndaula (2018), Lukuba (2015), Abdallah (2017), Sangwan and Yadav (2019), Mughal (2020), Korir, K.G. (2018), Mteweale (2012), Sakwa (2020), Stark (2017), Korir, K.G. (2018), and Chukwuaguzie, E.E., Rev. Matthew. C. U., and Akuezunkpa, L.E. (2021), Suyanto, B., et al (2023), Simwa (2022), and Lukuba (2015). These studies revealed that the underlying causes of early marriage extend beyond economic factors and encompass sociocultural influences as well. The opinions of individuals who endorse female early marriage are influenced, to some extent, by both inadequate education and patriarchal ideology.

Based on these findings, the study concluded that despite the identified causes, it is crucial for the government and other stakeholders to collaborate in order to implement measures aimed at ending early marriages. These measures include raising awareness in the community about the importance

of education for young girls, implementing favourable policies and laws for child protection, and ensuring access to education while promoting positive cultural practices.

## **6. 2 Policy implications**

If the research could have covered each and every part of the effects of early marriage to young girl education, it would have of no meaning for this study to be conducted. The information obtained will support to a great extent in making further analysis and it should be borne in mind that, these findings certainly are not conclusive and limit no further study. The researcher policy implications include:

- a) The government and stakeholders of child rights should consider providing education to pastoralists especially the Maasai in Kilosa district explaining the effects of early marriages to young girl education. The key areas to be considered include capacity building on integration of good cultural practices.
- b) The government and stakeholders have to review the child laws and policy, so that they would cope with the current environment situation and it should be in the way that the community are emphasized on its proper implementations
- c) Also the Government and Non-Government Organizations (NGOs) and activists should invest more on educating the children on their rights and the community at large the effects of early marriage to girls and how to end it as well as empowering the respective community socially, economically and intellectually.

### **6.3 Areas for Further Research**

There is need for academician to perform more research on the impact of early marriages in Tanzania as whole and come up with proper recommendations so that policy makers will use it to formulate good and practical ones that will help the society.

### **6.4 Conclusion**

The findings of this study are highly significant, particularly given the region and the country's ongoing struggle with the issue of child labour and child rights. The findings indicate that early marriage in Tanzania is commonly influenced by factors such as inadequate education within the Maasai community, poverty, and cultural beliefs and customs (Grijns and Horii, 2018). Early marriage is influenced by factors such as insufficient economic resources, low level of education, lifestyle development, dominant discourses, and girls' desire to escape parental limitations. Tackling these difficulties will facilitate the societal adoption of effective measures such as implementing comprehensive child safeguarding policies, enacting appropriate legislation, and establishing educational platforms that promote awareness among pastoralist communities. This will ultimately lead to the eradication of early marriages among Maasai young girls.

Implementing awareness campaigns will enhance academic achievement in schools and mitigate the likelihood of young females dropping out by fostering their concentration on academic pursuits. Therefore, the government should make a focused effort to support the Maasai and other communities in order to enhance their understanding of children's rights and eradicate the practice of early marriage within their society.

Moreover, the study concludes in this chapter that the researcher's rejection of the null hypotheses about early marriage is open to debate. In order to provide additional verification, it is necessary to undertake a study in a similar location that will be more rigorous than the current one.

Nevertheless, this study has discovered that the underlying variables contributing to early marriage extend beyond economic motivations and encompass sociological influences as well. The opinions of individuals who endorse female early marriage are influenced, to some extent, by both inadequate education and patriarchal ideology. Contrary to the Maasai community's belief that early marriage leads to wealth, this study reveals that young girls are vulnerable to harm, including stress and abuse from their spouses, due to their lack of maturity and inability to make sound decisions (Suyanto, B., et al., 2023). In addition to economic issues, the study also found that early marriage is influenced by inadequate education and poverty, societal attitudes that label girls who marry later as spinsters, and entrenched conventional customs. The shifts in societal values and the increasingly lenient patterns of girls' social circles have an impact on premarital sexual interactions and early marriages for certain individuals.

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## **Appendices**

### **Appendix I: Interview questions to teachers**

1. Are there early marriage practices around your area? Are there girl pupils in your school who are married off?
2. What do you think causes existence of early marriages among Masai communities in your area?
3. How are young girls married off affected by the practices?
4. How is education of young girls affected by early marriage practices?
5. Which measures do you think can be appropriate to end early marriage practices in the area?

## **Appendix II: Interview questions to local government leaders**

1. Are there early marriage practices around your area? Are there girl pupils in your area of jurisdiction who are married off?
2. What do you think causes existence of early marriages among Masai communities in your area?
3. How are young Maasai girls married off affected by the practices?
4. How is education of young Maasai girls affected by early marriage practices?
5. As government leaders, are there any initiatives you have taken to ensure that there are no more early marriage practices in your area?

### **Appendix III: Interview questions to parents**

1. Are there early marriage practices around your area?
2. Is there any of your young girl who was married off before the age of 18?
3. How do you view the practice of early marriage of girls? Is it helpful to girls or harmful to them?
4. What do you think causes existence of early marriages among Masai communities in your area?
5. How are young girls married off affected by the practices?
6. How is education of young girls affected by early marriage practices?
7. Which measures do you think can be appropriate to end early marriage practices in the area?

#### **Appendix IV: Focus group questions**

1. Are there early marriages practices in your community?
2. Do you have friends who were married off before turning 18 years?
3. Are you ready to be married off before turning 18 years?
4. What leads to early marriages in your community?
5. What are the effects of early marriage to young girls?
6. How do early marriages affect education of girls?
7. Which measures do you suggest to be undertaken to end this practices?

### APPENDIX III: Plan and budget

#### 8. Work Plan

No.	ACTIVITY	DURATION 2022-2023							
		April	May	June	July	Aug	Sept	Oct	Nov
1.	Preparation of Research Report, Questionnaire and Submission of Research Report								
2.	Pilot study and Questionnaire Testing								
3.	Fieldwork and Data Collection								
4.	Data Processing and Analysis								
5.	Dissertation writing and Submission								

Figure: Source: Study Plan, April, 2023

## 9. Budget for the study

Budget	Items Details	Cost (Tsh)
Research report preparation	Stationary (pens, reams, pencils, drafting papers, notebooks, flash disks and CDs) and internet costs	580,000/=
	Questionnaire and interview guide preparation	150,000/=
	Sub Total	730,000/=
Pilot study	Transport to and from the study area	325,000/=
Data collection	Visiting various parts of study area, meals and accommodation	2,100,000/=
Data processing and report writing	Data entry, cleaning and editing	360,000/=
	Correction of report	130,000/=
	Printing and photocopy	100,000/=

	Hardcover binding	50,000/=
	Sub Total	2,940,000/=
	Grand total	3,670,000/=

**Source:** Study Plan, April 2023