

**CONFLICT-RELATED FACTORS INFLUENCING BOY-CHILD
RETENTION IN PUBLIC PRIMARY SCHOOLS IN LAMU EAST SUB-
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I wish to dedicate this project to my wife Wahidah and our children Lavine and Natalia.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
EFA	Education for All
FEP	Food for Education Programme
GOK	Government of Kenya
KRCS	Kenya Red Cross Society
MDG	Millennium Development Goals
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SFP	School Feeding Program
SPSS	Statistical Package for Social Sciences
UN	United Nation
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
WFP	World Food Programme

ABSTRACT

The occurrence of perennial conflict in the community affects the livelihood of the people, more so educational access. Boys are used in conflict related activities that lead to dropout and lowered retention rates. The purpose of this study was to investigate the influence of conflict on retention of boy child in public primary schools in Lamu East Sub-County, Kenya. The study objectives were to determine the influence of radicalization, learners' involvement, and religious affiliation on boys' retention in public primary schools. This study was guided by Abraham Maslow's theory on human motivation. The study employed a descriptive survey research design. The total population consisted of 20 public primary schools in Lamu East Sub-County, where the 20 headteachers, 165 teachers and 1126 standard eight and seven pupils in public primary schools were targeted. Census sampling was used to select all the head teachers in the sampled public primary schools. Purposive sampling was used to sample 5 class teachers and discipline masters, while simple random sampling was used to sample 10 class seven and eight pupils from each sampled school. The total sample comprised of 17 head teachers, 102 teacher and 170 pupils from public primary schools. The study also involved the assistant county commissioner as a key informant. Data was collected using questionnaires and an interview guide. A pilot study was conducted in 3 public primary schools to ensure validity of the instruments. Test-retest method was used to test the reliability where a correlation of 0.08 was considered sufficient. Descriptive statistics such as frequency distribution and percentages were used to analyze collected data. The results from the study indicated that radicalization influences boys' retention levels in public primary schools with a correlation of 0.677. Further, the study revealed that there was a positive correlation between learners' involvement in conflict and retention which scored 0.738. The correlation results from teachers and head teachers' data indicated that there was a positive and significant correlation between religious affiliation and retention which scored 0.355. Therefore the study concluded that boys are culturally viewed as protection machinery in the conflict prone area reducing their enrolment in formal education, regular absenteeism and eventually dropping out of schooling to engage in radicalized sects as a conflict management measure. The study recommends that the schools' administrations to embrace programmes discouraging radicalization to improve pupils' especially the boy-child retention in primary education. This is through involving teachers and pupils in activities that devalue involvement in radicalized sects and engagement in conflict issues to improve on retention of primary education. The study suggested a similar study be carried out in other conflict prone areas to compare the findings

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Every child has a right to access quality education especially vulnerable groups that include boys and girls, orphans, children with disabilities and special needs, displaced children and refugee children. The World's forum for education in Dakar Senegal (2000) reports that all over the world, nations should understand that the provision of universal basic education is essential for economic growth, social stability, functioning of a stable and equitable community of research into gender issues. However, millions of children have been affected by armed conflict where their right to education remains an unfulfilled promise. Approximately 75 million children are out of school worldwide. More than half of these children are living in conflict-affected states (UNCRC, 2014).

The Universal Declaration of Human Rights (1948) and the United Nations Convention on the Rights of the Child (UNCRC, 1989) both state that all children have a right to education. This is underscored by the Education for All (EFA) initiative, which seeks to ensure that "all children", particularly girls, children in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality (UNESCO, 2011).

In post 2015 agenda, Sustainable Development Goals (SDGs) four aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. Particularly, Target 4.1 stated by Vision 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Conflict constitutes a major obstacle to the achievement of Education for All (EFA) and the Millennium Development Goals (MDGs), especially the sector goals of universal completion of primary education and achievement of gender equality in primary education and now sustainable development goals (SDGs) (Kenya Vision, 2030).

Conflict is a complex and dynamic concept, but it may be defined as a clash between individuals or groups arising out of difference in interests, needs, understanding, beliefs or values. Although conflict is not always characterized by violence, it may escalate and result to it if not controlled in time (Dal Bo & Powel, 2007). Despite the undisputable role of education as a prerequisite for development, the Education for All, Global Monitoring Report (2010) pointed out that 72 million children were not enrolled in schools. In cases where they get enrolled, there is yet a challenge of low pupil retention in schools. Enrolment and low retention of children in schools has remained a global challenge particularly for marginalised groups. One of the groups affected by the problem of low enrolment and retention in school is the pastoral community (Carr-Hill, 2005).

Education is interrupted and a lot of school time lost in areas affected by emergencies such as conflict, floods and drought in Kenya. These disasters put many children at risk, exposing them to dangerous and rapidly changing situations. The quality of Education is affected and disrupted as a result of these disasters, leaving children vulnerable to psychosocial trauma. Providing education in emergencies also mitigates the negative impact of emergencies on development; protracted crises reverse progress towards achieving education development goals such as Education For All and Vision 2030. Emergencies also deny children the right to free and compulsory basic education (Maicibi, 2005).

Retention of pupils in primary school is a major challenge to most governments in the world and in sub Saharan Africa in particular. According to UNESCO (2010) it is estimated that more than 30 million pupils aged 10–14 in sub-Saharan Africa will not complete primary school at the end of the twenty first century. This exists despite there being a strong correlation between the introduction of FPE (Free Primary Education) policy and increase in enrolment rates across the countries.

The World's forum for education in Dakar Senegal (2000) stating all Nations understanding that the provision of universal basic education is essential for economic growth, social stability, functioning of a stable and equitable community of research into gender issues all over the world. In Africa, international bodies and educationalists began in the 1960's to look into ways girls and women were fairing in education. By 1970s pro-female initiatives by

some African governments to encourage enrolment of girls in schools were started. All the attention was drawn to a girl child and the welfare of a boy child was not brought into picture consequently a boy child has continued to suffer silently without much attention and in the real sense he has become vulnerable. The affirmative action programmes carried out and the fact that southern countries are richer than those in sub-Sahara Africa, some countries of south like Botswana, Lesotho, Namibia and Mauritius, female enrolment levels actually exceeds that of male at both primary and secondary levels.

However, according to Forum for African Women Educationalists (FAWE), 1996, in terms of enrolment there has been a marked improvement within most countries in the continent. UNESCO (2012) states that despite this strong view about education the number of boys who join and remain in school have remained low in virtually all countries over the world. According to United Nations Children Fund (UNICEF) in Ghana it has cautioned the country against neglect of boy-child education, too much emphasis on girl child education though appropriate was leading to neglect of issues contributing to boy-child education, recent statistics on enrolment by Ghana Education Service (GES) estimates Ghana's primary school enrolment for both boys and girls to be at 83.3 percent while gross enrolment for boys was 86.2 percent for girls was 80.3 percent.

Determinants of boy child participation and retention in public schools, the number of girls in schools outshined that of boys. Gender issues need to be

tackled from different fronts. One of the fronts is from the policy level, another could be at ground level, the school community where the gender issues are directly experienced and lived (Ogbay, 1999). Some studies show that a small though seemingly decreasing a number of parents still consider government schools to be un-Islamic and too westernized. According to Chege, Zakariya, Okojie, and Aregbeyen (2008) in Nigeria boys are dropping out of school at increasing rate. Boys from more socially deprived background are also more likely to join gangs, cults or become 'area boys' later and thereafter both perpetrators and victims of violence (Matusitz & Repass, 2009).

The ongoing conflict has severely affected the already fragile education system and countered the progress that had made over recent years. According UNICEF, between 2008– 2012, just net enrollment of boys in school was 71.6% (with 60.2% attendance) while net enrollment of girls was 62.6% (with 54.6% enrollment). Net primary school enrollment (including boys and girls) in 2011 was 71%, net enrollment in secondary school (including boys and girls) was 34% and gross tertiary school enrollment (for boys and girls) was 7%. An estimated 800,000 school-aged children were affected by ensuing complex emergency, in addition to 1.2 million children who were out of school prior to the crisis. The disruption of education has been due to school closures and their occupation, destruction and pillaging by armed groups. Some education personnel closed schools for fear of being attacked by armed groups; others were found to be

occupied and used by them as locations to base their operations and to train new recruits.

Studies indicate that more boys were repeating as a result of failing end of year examination (Nakanyike et al, 2002). The key factors for boys’ retention are related with performance. Retention increases rather than decrease the list of dropping out. Effects to reduce grade retention both early and late in pupils’ school careers may be an important means of alleviating dropout. Basically, retention has potentially harmful effects on pupils’ self-esteem and attitudes towards schooling and thus increases the likelihood of dropping out of school. Therefore the current study sought to establish the factors influencing boy child retention in public primary schools. Table 1.1 shows the participation rate in Lamu East.

Table 1.1 Enrolment, retention, and completion rates of pupils in Lamu East Sub-County

	2009	2010	2011	2012	2013	2014	2015
Enrolment	2700	2595	2485	2446	2537	2493	2414
Retention	2578	2379	2335	2280	2046	2053	2009
Completion	2304	2223	2131	2102	2007	1998	2002

Source: DEO Lamu East Sub-County (2015)

Information contained in Table 1.1 shows the trends of participation of pupils in Lamu East Sub-County since 2009 showing tremendous drop in the enrolment

rate of pupils. For instance, the enrolment between 2009 and 2015 reported 23.6 percent drop, while the completion and retention rates recorded 23.2 percent and 36.1 percent drop respectively. The retention in Lamu East sub-County was also shown using the enrolment deviation presented in Table 1.2

Table 1.2 Retention deviations from 2013 to 2017

Year	Enrolment		Deviation	
	Boys	Girls	Boys	Girls
2013	2537	2508	-	-
2014	2493	2476	-44	-32
2015	2414	2426	-79	-50
2016	2273	2318	-141	-108
2017	2219	2283	-54	-35

Source: Lamu East Sub-County office (2017)

Information contained in Table 1.2 shows that more boys than girls drop out in public primary schools due to the higher rate of deviation over the last five years. This shows that boys were more involved in conflict related activities in the area that lower retention in primary education. Therefore, the current study sought to establish the influence of conflict in the area on retention rate of boys in public primary education.

1.2 Statement of the problem

Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self-fulfillment and national development (GoK

2007; Ministry of Education (MoE) 2006). Since Kenya's independence in 1963, districts situated in arid Kenya such as Marsabit, Turkana, Lamu, Wajir, Mandera and Garissa have continued to exhibit extensively lower access, participation, and completion and achievement rates (Sifuna, 2005). The limitations facing education of girls and boys in arid Kenya has over time attracted various actions national interventions have however been critiqued as being both inappropriate for the socio-economic and geographic realities of this region; and inadequate to mitigate the historical deprivation the region has experienced. Consistent efforts have been made to address issues of access, equity, quality, retention and relevance of education with more emphasis on the girl child at the expense of the boy child.

Many Non-Governmental Organizations (NGOs), International bodies as well as government have made efforts to address issues affecting the girl child echoes MOEST,(2003).The status of gender equity and equality in basic education has highlighted challenges facing the girl child in particular, but none at all has looked at issues affecting a boy child making him more vulnerable than the girl child since so much attention has been directed to a girl child ignoring the fact that both are equally vulnerable and equal attention needs to be directed to both children. There is no clear way to defend the boy-child as compared to the girl-child when it comes to oppression. Neglect of the boy-child has in the recent years been felt as they assimilate wrong role models. The purpose of this study, therefore, is to use statistical evidence on access, retention and academic performance of boys

vis-a-vis that of the girls to guide in unveiling the qualitative dimensions of gender equality that shape the construction of masculinities and femininities in a context of gender equality within and outside schools. It was with this backdrop that there arose need to critically look at the issues affecting boy child participation and retention in primary schools, especially in Lamu East.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing boy-child retention in public primary schools in Lamu East Sub- County, Kenya

1.4 Objectives of the study

The study was guided by the following objectives;

- i. To determine the extent to which radicalization influence retention of the boy child in public primary schools in Lamu East Sub-County.
- ii. To establish the extent to which learners' involvement in conflict influences retention of the boy-child in public primary schools in East Lamu Sub- County.
- iii. To determine the extent to which religious affiliation influences retention of the boy-child in public primary schools in Lamu East Sub- County.

1.5 Research questions

- i. To what extent does radicalization influence retention of the boy-child in public primary schools in Lamu East Sub-County?
- ii. What is the influence of learners' involvement in conflict on retention of the boy-child in public primary schools in Lamu East Sub- County?

- iii. How does religious affiliation influence retention of the boy-child in public primary schools in Lamu East Sub- County?

1.6 Significance of the study

The findings of this study may be significant in a number of ways. First, the study may be significant to parents and pupils as it will enhance their understanding of problems affecting enrolment and retention of boys in schools and take appropriate measures to improve some of the factors while lobbying the relevant authorities to address the factors that are beyond their control. The study may be of importance to the teachers as they can use the study findings to address those conflict related factors that negatively impact on enrolment and retention of the boy child hence facilitate increased enrolment and retention of boys so as to enhance gender parity in retention of pupils in primary school education.

The results from this study may serve to shed light on the underlying causes of drop out of boys and also bring to light malicious groups recruiting young boys into terrorist acts. The government, non-governmental organizations and donors may also use the findings in the identification and elevation of the factors influencing retention of pupils in public primary education in arid and semi-arid areas in Kenya. The study may therefore become a base for further research on the area of retention of pupils in enhancing curriculum implementation.

1.7 Limitations of the study

According to Best and Kahn (2006) limitations are conditions beyond the control of, the researcher that may place restrictions on the conclusions of the study and their application to other situations. The study was done in Lamu East Sub-county in which is a semi-urban area with 37 public primary schools. Therefore, the study findings cannot be generalized for the situation in other public primary schools within the country that are not conflict prone. The study was also limited to three variables that influence retention of boys in primary schools which include radicalization, learner involvement in conflict and religious affiliations leaving out other possible causes hindering retention of boys.

1.8 Delimitations of the study

The scope of this study was delimited to Lamu east Sub-County where 15 public primary schools were sampled to represent the whole target population. The study respondents included the headteachers, class teachers, and standard seven and eight pupils.

1.9 Assumptions of the study

The researcher made the following basic assumptions with regard to this study:

- i. The sub-county experiences low retention levels of boys as a result of the emergency situations like conflict.
- ii. The respondents were objective and competent in responding to the items in the questionnaires correctly.
- iii. The responses given by respondents were correct.

1.10 Definition of significant terms

The following were the definitions of significant terms as applied in the study;

Boy child refers to male learner in primary schools

Conflict refers to disagreements between opposing groups that result to violent activities.

Dropout rate refers to the rate of students withdrawing from primary school education level before sitting for National examinations.

Learners' involvement in conflict refers to school going children engaging in conflict related activities as militants like handling of weapons, recruitment and training of militants.

Radicalization refers to the process of adopting an extremist belief system, including the willingness to use, support, or facilitate violence, as a method to effect societal change.

Religious affiliation refers to spiritual orientation of certain groups causing them to perceive different perspectives in life.

Retention refers to number of pupil available in one grade the previous year compared to the number available in the same grade in the present year.

1.11 Organization of the study

This study is organized in five chapters. Chapter one presents the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions of the study, definition of key terms and organization of the study. Chapter two presents the literature review, the overview of conflict

and retention of boys in primary education, influence of radicalization, involvement in conflict, and religious affiliation on boys retention in primary education, as well as the summary, theoretical and the conceptual frameworks for the study. Chapter three presents the research methodology detailing the research design, target population, sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consists of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data will be done. Chapter five consists of the summary, conclusions and recommendations of the study which were drawn from the data analysis in chapter four.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review, on different scholars' works relating to the influence of conflict on the retention of the boy child in public primary schools on the following sub topics; overview of conflict and retention of boys in primary education, radicalization and retention of the boy child in primary education, involvement in conflict and retention of boys in primary education and influence of religious affiliation on the boy-child retention in primary education, as well as the summary of the reviewed literature, theoretical and the conceptual frameworks for the study.

2.2 Overview of conflict and retention of boys in primary education

Conflict worsens participation to primary education. Although conflicts vary in their nature, they intensify school drop-outs and retention, lead to drastic decrease in attendance rates, and results in wastage. In theory, scholars have discussed various channels through which conflicts affect access to secondary education. Conflict reduces expected returns to schooling since education is unlikely to be viewed as a value-enhancing commodity in a conflict-prone area attainment (Dabalen and Paul 2012; Fredriksen 2009).

Conflict disrupts household livelihoods, deters investment, reduces productivity and leads to loss of property. This in effect intensifies the likelihood of poverty by unexpectedly reducing financial resources available to many households hence

forcing them to withdraw their children from school due to inability to pay school fees or other costs related to education. It also lead to destruction of schools and educational infrastructure, displacement, death of students and teachers, closure of schools for an indefinite period and problems in harmonization of school calendars hence poor pupils' participation (Dryden-Peterson, 2009).

According to UNICEF, (2012) wars, earthquakes, tsunamis, flooding and other emergencies like ethnic conflicts wreak havoc on society and affect access to schooling. The right to education is most at risk during emergencies and during the transition period following a crisis. In conflict affected countries, 28 million children of primary school age were out of school in 2011-42 per cent of the world total. Only 79 per cent of young people are literate in conflict affected poor countries. Moreover, children living in conflict are twice as likely to die before their fifth birthday as children in other poor countries.

As a result of the conflicts in several parts of the country over a period of time, thousands of school- going- children have been displaced. Some dropped out due to the financial and socio-economic constraints attributed to the menace. For instance, the NCKK estimated that by 1994, over 10,000 people in Trans-Nzoia District had been displaced as a result of the clashes. A similar number were out of school in Bungoma and Narok districts. This disruption of education activities was widespread in all the clashes - prone regions in Western Kenya, Rift Valley and Coast provinces (Kaufman, Chaim, 1996).

In Kenya, the National Examinations Council found out that girls outperformed in literacy by 10 percentage points while they trailed behind the boys with a relatively lower 4 percentage points in numeracy (GoK, 2010). Similarly, Uwezo Kenya (2010) confirmed the apparent lagging behind of the boys in literacy. Further, qualitative factors within Kenyan schools have been attributed to the notable disillusionment with schooling among the boys as noted through an evaluation study of the Child Friendly Schools Initiative –CFSI (UNICEF, 2008), where some of the schoolboys described school anti-boys. Such revelations about boys’ perceptions of schooling question the role of in constructions of masculinities, which is the problem for this study.

Education data from other African region as is the case in many Western countries also reveals an emerging trend of male underperformance in education. In Western Africa, for example, UNICEF/Federal Government of Nigeria’s evaluation of the Girls Education Programme (GEP, 2006) revealed gender variations in favour of the girls in both enrolment and attendance patterns in the 6 GEP States of Northern Nigeria. Enrolment rates for boys had increased from 17.3 percent in 2005/06 to 40 percent in 2006/07 compared with the relatively higher rates for girls at 36.4 percent and 73.2 percent respectively for the same periods. Attendance rates for boys also a decreased from 19.6 percent in 2005/2006 to 15.4 percent in 2006-2007 and on average stood at 7.1 percent between 2005 and 2007. Therefore the current study sought to establish the influence of conflict factors on retention of the boy-child in primary schools.

2.3 Radicalization and boy-child retention in primary education

According to Anderman (2000) radicalization is a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or undermine contemporary ideas and expressions of freedom of choice. The outcomes of radicalization are shaped by the ideas of the society at large; for example, radicalism can originate from a broad social consensus against progressive changes in society or from a broad desire for change in society. Radicalization can be both violent and nonviolent, although most academic literature focuses on radicalization into Violent Extremism (RVE). There are multiple pathways that constitute the process of radicalization, which can be independent but are usually mutually reinforcing.

Radicalization that occurs across multiple reinforcing pathways greatly increases a group's resilience and lethality. Furthermore, by compromising its ability to blend in with non-radical society and participate in a modern, globalized economy, radicalization serves as a kind of sociological trap that gives individuals no other place to go to satisfy their material and spiritual needs (Berman, 2009). According to the U.S. National Counter terrorism Center (NCTC), the grievances that fuel radicalization are diverse and vary across locations and groups. Radicalization frequently is driven by personal concerns at the local level in addition to frustration with international events. In the MI5 report radicalization in the UK cannot be reduced by any single measure and that

it can be combated by targeting the ‘at risk’ vulnerable groups especially teen boys and trying to assimilate them into society.

In Canada young people especially fifth grade boys are introduced to an overtly ideological message and belief system that encourages movement from moderate, mainstream beliefs towards extreme views. While radical thinking is by no means problematic in itself, it becomes a threat to national security when Canadian citizens or residents espouse or engage in violence or direct action as a means of promoting political, ideological or religious extremism. Sometimes referred to as “homegrown terrorism,” this process of radicalization is more correctly referred to as domestic radicalization leading to terrorist violence (Eli Berman, 2009).

A recent study using household survey data between 2008 and 2009 from twenty five conflict affected countries, finds that conflict leaves a legacy of fewer average years of education, decreased literacy rates and a smaller share of population with formal schooling (UNESCO, 2010). Also, a study by UNESCO (2010) using the 2006 multiple indicators cluster survey (MICS) conducted a quantitative study on the relationship between education and war in Cote d’Ivoire. The study found an increase in uneducated proportion of male cohorts in war affected areas.

2.4 Learners’ involvement in conflict and boys-child retention in primary education

A feature of contemporary armed conflict is that many of the soldiers are children defined under international law as people under the age of 18 years. Globally, an

estimated 300,000 children serve not only as combatants but also as medics, laborers, cooks, domestics, bodyguards, spies and sex slaves (Brett & McCallin, 1996). In the post 2002 fighting in Liberia children comprised nearly half the soldiers (Human right Watch, 2004). In Sieraleone where the war ended in 2001, nearly half the Revolutionary United Front (RUF) soldiers were children of whom 25 percent were girls (McKay & Mazurana, 2004). In Colombia, children make up nearly half of some guerrilla units (coalition to stop the use of child soldiers [CSC], 2004).

Children are exploited because in war zone, children are readily available, cheap and useful to troop hungry commanders who cloak their abuse of children. Commanders frequently prefer child soldiers because they can be manipulated and terrorized are often willing to accept the most dangerous assignments because they lack a full sence of their own mortality. Worldwide, there are over 500 million light weight weapons such as the AK47 assault rifle that enables even a 10 year old to be effective combatants (Renner, 1999).

Forced recruitment is a common mean through which children join armed groups. Using a method of press ganging, armed groups sweep through market and other public places forcing mostly poor and marginalized youths to join their ranks. However, many children decide to join armed groups without explicit coercion although their decision cannot be regarded as voluntary because they are nearly always bounded by desperation and survival needs (Wessells, 2002).

Various reasons lead the youths to join armed groups. A Philippine youth said ‘I joined the movement to avenge my father’s death in the hands of the military. When I was seven years old, I saw the military take away my defenseless father out of our house (UNICEF, 2003). Psychologically, the desire for revenge justifies killings as a form of revenge. Even atrocities and acts of terrorism may seem justified to people who harbor extreme enemy images (Wessels, 2002). Power, glamour and excitement also figure in children’s decision to joined armed groups (UNICEF, 2003). For youths who have grown in abject poverty and who have been attacked and have felt powerless, the gun and the military uniform confer a measure of power and prestige that could have been obtained through other means. The military activities offer a stark with the boredom and lack of opportunities youth experience in quiet rural villages. As a Pakistani boy who joined the Taliban said, “I enjoyed the task of patrolling Kabul in a latest model jeep. It was a great adventure and made me feel big” (Laeq & Jawadulla, 2002).

Children mainly boys also join armed groups out of dissatisfaction with a political, social and economic system, lack of education opportunities which children see as necessary for building a positive future is one of the main sources of alienation. In Sierra Leone, youth cited lack of access to education as the primary reason why they had joined RUF which promised and offered training which the government had failed to provide (Richard, 1996).

2.5 Religious affiliation and boy-child retention in primary education

Oppressed people construct ideologies – societally shared beliefs systems – that justify the use of violence as an instrument for achieving liberation and political goals that are unattainable through peaceful means. During the Taliban era in Afghanistan, for example, adults used religious schools – Madrasah – to teach youths to hate and fear outsiders such as the United States following the September 11, when US forces attacked the Taliban, youths who had been indoctrinated in Madrasahs in Pakistan swelled the ranks of the Taliban (Rashid, 2000).

For young people who adhere to powerful ideologies, terrorism is a natural extension of their participation in armed conflict. In Sierra Leone, small boys units participated in mutilations. Many people, young and old became terrorists because they believed that terrorist activities was their highest commitment to their religion or cause of liberation and is necessary to overcome evil, win eternal salvation (Bandura, 2004). In Palestine, Hamas proclaims that youths bombers are martyrs and celebrates their actions in ways that win the family enormous respect (Singer, 2005).

Within the last decade, forms of terrorism and terrorism related activities conducted by organizations and individuals who claim to act in the name of Islam have dominated the domestic and international discussion on, and response to, terrorism. Many Muslim and non-Muslim communities, in Australia as elsewhere,

have been disturbed by the way in which – especially following the US terrorist attacks of 9/11 and the British bombings of 7/7 – perceptions of Islam as a religion and a culture have seemingly become inextricably associated with terrorism. This perception is largely a consequence of the occurrence and nature of acts of terrorism and violent extremism perpetrated by those who claim to act in the name of Islam, along with a range of activities that either intentionally or inadvertently encourage this association.

Both Muslim and non-Muslim community members are in a strong position to assist in identifying the drivers of, and potential strategies to prevent or mitigate, the development and impacts of radicalization and extremism within Australia. The ability to hear a range of community and stakeholder voices across a broad purposive national sample is a critical component of Australia's ability to understand and engage with community concerns, and solutions, in developing effective strategies for addressing contemporary forms of radicalization, extremism and terrorism.

In addition to these assumptions, the study design also included a focus on exploring public perceptions of two recent nationally publicized counter-terrorism operations – Operation Pendennis (Melbourne and Sydney) and Operation Neath (Melbourne) – and their subsequent arrests, trials, convictions and sentencing. While Victoria Police has examined the implications of Operation Pendennis from an internal and inter-agency operational perspective, considerably less effort has

been devoted to date in assessing its social impacts for both Muslim and non-Muslim communities throughout Australia. 542 respondents drawn from all Australian states and territories contributed to the study, broken down into three participant cohorts: government stakeholders with relevant knowledge and understanding of issues related to violent extremism and terrorism; community leaders from a wide range of both Muslim and non-Muslim communities, and general community members, including young people, drawn from a variety of religious and ethnically based Muslim and non-Muslim communities across the nation.

2.6 Summary of literature review

Reviewed related literature on different scholars' works on the influence of conflict on retention of the boy child in primary education has shown among others included radicalization, involvement in conflict activities and religious affiliation. Various studies have identified different factors ranging from individual to institutional factors (Natriello, 2002, Nicaise et al., 2000). Some of the individual factors include: the people's worldview among others. Jones (1992) argues that all people have a worldview shaped by their lived experiences which helps them to make sense of their surroundings and ultimately determine their actions. Worldviews are believed to be products of culture. Studies by Admassie (2003) and Boyle et al (2002); for instance, indicate the preference many households have for the education of boys over girls.

The factors that affect enrolment and retention of pupils in schools can only be studied in the context of the people's livelihoods and survival strategies.

Various studies have been done in Kenya on pupils retention. For instance Muema and Mutegi (2011) did a study on the impact of school feeding programme on pupils' retention in primary schools in Kenya. Macharia (2011) carried out a study on the determinants of low access and retention in primary schools in Mathioya District. In addition Abdullahi (2012) did a study on the effect of SFP on access and retention among school pupils in nomadic families in Wajir District. While these studies are of benefit to the study, they did not highlight the factors influencing retention of boys in public primary schools in conflict prone areas of Lamu East Sub-County hence a knowledge gap. It was this gap that the researcher sought to fill.

2.7 Theoretical framework

This study was based on Abraham Maslow's theory on human motivation (Maslow, 1943) cited in (Niewenhuis, 2007). Maslow (1943) in Jegede, (1995), contends that people have tendencies towards and needs for certain things. Maslow states that these needs are arranged in a hierarchy when a person is faced with competing needs, he/she will satisfy the most pressing need while the other waits. According to Maslow (1943, 1954) in McLeod (2017) stated that people are motivated to achieve certain needs and that some needs take precedence over others. The most basic need is for physical survival will be the first thing that motivates behavior. Once that level is fulfilled the next level up motivates pursuit

of other needs. Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to meet higher level growth needs. However, he later clarified that satisfaction of a needs is not an “all-or-none” phenomenon before the next need emerges.

For instance, when a person is both hungry and thirsty, they will satisfy thirst first. This theory of human motivation may be a plausible explanation of the retention of boy-child in public primary schools in Lamu East Sub-County. This is because they are more importance placed on conflict related factors such as radicalization, involvement in conflict and religious ideologies as compared to the important placed on being in school and the outcomes of education in the long run. This study therefore suited in the human motivation theory because boys are motivated to drop out of school due to the conflict related situations like radicalization, involvement in conflict activities and religious affiliations that eventually lower their retention rate.

2.9 Conceptual framework

This study was based on the concept that conflict related issues that effects the boy-child retention rate in public primary school given that all variables are manipulated adequately.

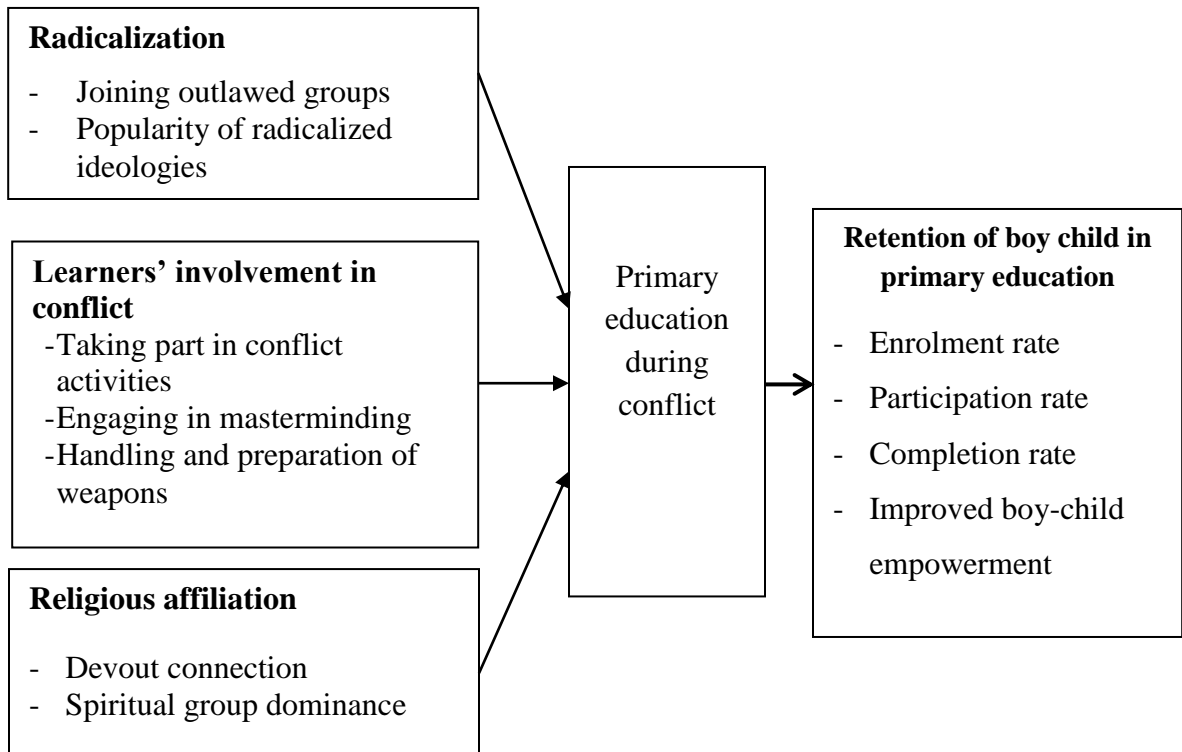


Figure 2.1: Relationships between conflict variables and boy-child retention in primary education

The conceptual framework above is a representation of the study variables and the process and the output of the study. It highlights the relationship between the independent variable (influence of conflict) on the dependent variable (retention of boy-child) in the participation in public primary schools especially on boys as shown in figure 2.1

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the methodology used in the study. This includes the study design, target population, sample size and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection procedure, data analysis method and ethical considerations.

3.2 Study design

This study employed a descriptive survey research design. Mugenda and Mugenda (2003) define descriptive research as a process of collecting data in order to answer questions concerning the current status of the study subject. Descriptive research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret it for the purpose of clarification. The steps involved in descriptive research are: formulating the objectives of the study, designing the method of data collection, selecting the sample, data collection and analyzing the results, Mugenda and Mugenda (2003). This study fitted within the provisions of descriptive research design because the researcher employed all the steps of descriptive research in his study on the influence of conflict on retention of boy child in public primary schools.

3.3 Target Population

A population is the entire group of individuals, events or objects that have a common observable characteristic (Mugenda & Mugenda, 2003). The total population for this study consisted of 20 public primary schools in Lamu East Sub-County, where the 20 headteachers, 165 teachers and 1126 standard eight and seven pupils in public primary schools were targeted (Lamu East Sub-County education office, 2016).

3.4 Sample size and sampling procedure

A sample size is a subset of the population to which researcher intends to generalize the results. Any statements made about the sample should also be true of the population (Orodho, 2002). The study used stratified sampling to select schools based on their educational zone distribution to participate in the study. The number of schools to be selected on each strata was obtained proportionally using the formula $(N \cdot P)$ where P represent the proportion of the population included in the stratum and N represent total sample size (Kothari, 2004). The schools were divided into strata based on the three educational zones to ensure equal representation. Therefore, 5, 5, and 7 schools were sampled randomly in the three educational zones. Census sampling was used to select all the headteachers in the sampled public primary schools. Purposive sampling was used to sample five class teachers and the discipline masters, while simple random sampling was used to sample ten class seven and eight pupils from each sampled school in the

schools for equal representation. Table 3.1 presents the sampling frame for the study.

Table 3.1 Sampling frame

Educational zone	Target population	Sample size of schools	Head teachers	Teachers	Pupils
Kizingitini	6	5	5	30	50
Kiunga	6	5	5	30	50
Faza	8	7	7	42	70
Total	20	17	17	102	170

Table 3.1 shows the total sample of the study that comprised of 17 head teachers, 102 teacher and 170 pupils from public primary schools. Also, the study involved key informants on matters to do with conflict in the area who included the Assistant County Commissioner. Therefore the total sample was 290 respondents.

3.5 Research instruments

Data for the study was collected using questionnaires and an interview guide. A questionnaire is a research instrument that gathers data over a large sample (Mugenda & Mugenda, 2003). According to Kombo and Tromp (2006), questionnaires gathers data of a large sample, saves time, confidentiality is upheld and there is no opportunity for interview bias. A questionnaire is a research instrument that gathers data over a large sample (Kothari, 2004). The

questionnaires helped in collecting information over a short period of time. They were also anonymous which helped to produce more candid answers than it was possible in an interview. The questionnaires which the respondents were in three categories head teachers, teachers and pupils were in form of open ended questions or unstructured. This method gives the respondents complete freedom of responses (Kombo & Tromp, 2006).

An interview guide allows for establishment of rapport, explanation of the purpose of the study and explanation of the meaning of items that were not clear. Amongst the advantages of the interview methods as listed by Best and Kahn (2006) it is in a sense an oral questionnaire. They add that this method is superior to other data gathering devices because people are more willing to talk than to write. The interview offers the interviewer a chance to explicitly explain the investigate purpose and just what information he or she wants to be clarified.

3.6 Validity of the instruments

To establish the validity of the instrument, this study used content validity which measured the degree to which the sample of tests item represents the content that the tests are designed to measure. To demonstrate the content validity of a set of test scores, one must show that the behaviors demonstrated in testing constitute a representative sample of behaviors to be exhibited in a desired performance domain. Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument (Best & Khan, 2006). Based on

the supervisors' advice the researcher made the necessary adjustments on the research tools.

A pilot study was conducted on a sample similar in characteristics to the target population. Three public primary schools, one from each educational zone were selected for pilot study. The schools that were piloted were not used for the main study. This was geared towards assessing the clarity of the instrument items so that those that fail to measure the variables they were intended to measure they were either modified or discarded.

3.7 Reliability of the instruments

Reliability is the proportion of variance attributable to be the true measurement of a variable and estimates the consistency of such measurement overtime, in other words it is a measure of the degree to which research instruments would yield the same results after repeated trials. The procedure for extracting an estimate of reliability was obtained from the administration of test-retest method which involved administering the same instrument twice to the same group of subject with a 2 weeks' time lapse between the first and second administration. According to Mugenda and Mugenda (2003) a coefficient of 0.80 or more will simply show that there is high reliability of data. In case if the coefficient was less than 0.8, the instruments were reviewed to ensure that they were reliable to give viable data for the study. For this study the headteachers questionnaire scored 0.80, teachers questionnaire 0.83 and pupils questionnaire scored 0.85.

3.9 Data collection procedure

After being cleared by the university, the researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) to collect data. The researcher then proceeded to report to the Sub-County Director of Education, Lamu East Sub County and thereafter wrote letters to the head teachers to be allowed to do the study in their respective schools. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study before administering the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with their identities. The completed questionnaires were collected once filled out. Personal interviews with the key informants were conducted in their respective offices.

3.10 Data analysis techniques

According to Mugenda (2008), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned the researcher then checked for completeness, accuracy of information and uniformity. Descriptive statistics were used to analyze quantitative data after which findings were presented in frequency tables and graphs. Qualitative data generated from open ended questions that were organized into themes, categories and patterns pertinent to the study and discussed in line with the study objectives. The Pearson correlation coefficient (r) was used to test for relationship between the independent variables and the dependent variable.

3.11 Ethical considerations

Ethics has become a cornerstone for conducting effective and meaningful research (Best & Khan, 2006). The researcher has a responsibility to protect the participants in an investigation. Ethical consideration was to ensure that the respondents consent to the study. Consent involves the procedure by which an individual may choose whether or not to participate in a study. In this study, the researcher reassured the respondents' confidentiality of their responses and therefore encouraged them to answer the questionnaire confidently and positively.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis and interpretation of the findings. Data was presented in line with the study objectives.

4.2 Questionnaire return rate

During data collection, 17 questionnaires were issued to head teachers, 102 questionnaires for the teacher and 170 questionnaires for the pupils from public primary schools in Lamu East Sub-county. Hence, a total of 289 questionnaires were issued to the respondents. Also, one interview was organized with the Assistant County Commissioner as the key informant. The instrument return rate is presented in Table 4.1.

Table 4.1 Instrument return rate

Respondents	Sample	Returned	Percent
Head teachers	17	15	88.2
Teachers	102	88	86.3
Pupils	170	138	81.2
Assistant County commissioner	1	1	100.0
Total	290	242	83.4

Table 4.1 shows that headteachers response rate realized 88.2 percent due to the closure two schools in the area owing to conflict related challenges. Teachers' response rate score 86.2 percent while 81.2 percent of the questionnaires from

pupils were returned. The study realized a total return rate of 83.4 percent that was deemed very satisfactory as proposed by Orodho (2012) that a response rate of 60.0% is good, but that of 70.0% and over is very good and reliable. The excellent rate of 83.4 percent responses was as a result of relentless follow up on the respondents through phone calls and personal visits to the primary schools

4.3 Demographic information of respondents

The study sought the respondents' characteristics to gain an insight of their bio data. The responses were presented in sub-sequent sections.

4.3.1 Respondents' gender

The gender of the head teachers, teachers and pupils was sought to establish their gender ratio and establish whether it had any relationship with boys' retention.

Table 4.2 presents the study findings.

Table 4.2 Respondents gender

Gender	Headteachers		Teachers		Pupils	
	f	Percent	f	Percent	f	Percent
Male	9	60.0	35	39.8	61	44.2
Female	6	40.0	53	60.2	77	55.8
Total	15	100.0	88	100.0	138	100.0

According to information contained in Table 4.2 majority (60.0%) of the headteachers were male while 40.0 percent of them were females. This showed that majority of the primary schools in Lamu East sub-County was headed by

males. These findings implied that more males than females were likely to head schools in conflict prone areas. The results concurred with Kimu, (2012) who stated that the in disaster or conflict prone areas have higher concentration of male head teachers as compared to female head teachers.

Fifty three (60.2%) teachers were females while 39.8 percent of the teachers were males. The findings showed that despite majority of the schools being headed by males, majority of the teaching fraternity were females. This implied that more females than males were in the instructional process of school causing boys in the study area to lack enough male teachers as role models. The results correlate with Moghaddam and Marsella (2012), who stated that there were more female teachers to male teachers in primary education sector globally. According to pupils' population, 55.8 percent of them were girls, while 44.2 percent were boys. These findings indicated that the population of girls was slightly higher than that of boys, implying that the retention of boys was lower than that of girls in public primary schools.

4.3.2 Respondents' age distribution

The study sought to establish respondents' distribution by age. Headteachers' and teachers age brackets were as presented in Table 4.3.

Table 4.3 Headteachers and teachers' age bracket

Age in years	Headteachers		Teachers	
	F	Percent	f	Percent
30 years and below	1	6.7	28	31.8
31 – 40 years	4	26.6	38	43.2
41 – 50 years	3	20.0	14	15.9
Above 50 years	7	46.7	8	9.1
Total	15	100.0	88	100.0

The study found out that the most, 7 (46.7%) headteachers were over 50 years old, 26.6 percent of the headteachers were between 31 to 40 years, and only 6.7 percent headteachers was below years. This indicates that all the required age groups are represented in the study, while majority of them had attained professional maturity in the advancement of age. These results showed that the respondents would give a clear and objective view on influence of conflict on boys' retention in Lamu East Sub County due to their maturity.

The study also found out that most, 38 (43.2%), teachers were between 31 to 40 years old, and the least 8 (9.1 %) teachers were above 50 years. The study also discovered that all the required age groups are represented in the study majority of them being middle aged (35-39 years). The findings implied that teachers were in productive era and were actively engaged in the running of school programmes, thus they would give credible information on the items under study.

Further, the study sought pupils' distribution by age and the findings are presented as shown in Table 4.4.

Table 4.4 Pupils age bracket

Age in years	Frequency	Percent
Below 13 years	21	15.2
13 to 14 years	76	55.1
15 to 16 years	22	15.9
Over 16 years	19	13.8
Total	138	100.0

Table 4.4 shows that a majority (55.1%) of the pupils were aged between 13 and 14 years, showing that they were in the right ages for class seven and eight pupils. These results agree with the Ministry of Education Stipulation report (2012), that recommends that pupils at the end of stage classes in primary education should be between 13 to 15 years.

4.3.3 Length of service

The study sought to establish the length of service for the respondents. The respondents were asked to indicate how long they have been in the teaching profession. The headteachers and teachers' responses are shown in Table 4.5.

Table 4.5 Headteachers and teachers length of service

No. of years	Headteachers		Teachers	
	f	Percent	f	Percent
Below 1 year	2	13.3	12	13.6
1 – 5 year	4	26.7	32	36.4
6 – 10 years	6	40.0	26	29.5
Over 10 years	3	20.0	18	20.5
Total	15	100.0	88	100.0

The study revealed that, 2 (13%) had been head teachers for less than 1 year, 4 (27%) had been head teachers for 1 year to 5 years, and 6 (40%) had been head teachers for 6-10 years.

The study also revealed that 12 (14%) teachers had served for less than 1 year. Twenty seven (31%) had been teachers for 1 year to 5 years. This study reveals that 86% of the headteachers had served as headteachers for more than 1 year and should therefore give credible information regarding the influence of conflict in Lamu East sub-county on boy-child retention in public primary schools. This is in line with Fullan (2003) who purported that teachers should have served for a long time for them to have developed school based factors that influence learners participation, retention and completion rates.

The study also sought to establish the duration teachers and headteachers had served in their current station. Table 4.6 presents the findings.

Table 4.6 Headteachers and teachers duration in current station

No. of years	Headteachers		Teachers	
	f	Percent	f	Percent
Below 5 year	0	0.0	6	6.8
6 – 10 years	4	26.7	49	55.7
11 – 15 years	9	60.0	21	23.9
Above 15 years	2	13.3	12	13.6
Total	15	100.0	88	100.0

Information presented in Table 4.6 shows that majority of the head teachers (60%) had served for between 11 to 15 years in the current station while none of them had served for less than five years. Consequently, majority of the teachers (55.7%) had served in their current station for between 6 to 10 years. This implies that majority of the headteachers and teachers had been in their current station long enough to give credible information on the trends of boys' retention in their respective stations.

The pupils were also asked to indicate their duration of stay in their current school. The findings were as presented in Table 4.7.

Table 4.7 Pupils length of stay in schools

No. of years	Frequency	Percent
Below 1 year	29	21.0
1 – 5 year	66	47.8
6 and above years	43	31.2
Total	138	100.0

Table 4.7 shows that most (47.8%) of the pupils indicated that they had been in the current school for between 1 to 5 years. While 31.2 percent indicated that they had stayed in their schools for over 6 years. This shows that majority (68.8%) of the pupils had moved from their initial school of enrolment. The findings implied that conflict in Lamu East sub-County could be the underlying reason for high pupils' transfers in public primary schools.

4.3.4 Respondents' level of education

The study sought to establish the headteachers' and teachers' highest level of education. Table 4.8 presents the study findings.

Table 4.8 Headteachers and teachers' level of education

Level of education	Headteachers		Teachers	
	f	Percent	f	Percent
PI	0	0.0	21	23.9
Diploma	2	13.3	30	34.1
Bachelors	10	66.7	24	27.3
Masters	3	20.0	13	14.8
Total	15	100.0	88	100.0

The study found out that 2 (13%) headteachers had diploma certificate as their highest level of education, 10 (67%) headteachers had B/Ed degree as their highest education level. On the other hand, the study found out that 30 (34%) teachers had diploma certificate as their highest education level and 13 (15%) teachers had master's degree in education as their highest level of education. This shows that most of the respondents are well educated. The research also found out that the respondents were willing to provide the required information regardless of their level of education. This is in agreement with Fullan (2003), who said that teachers should be well qualified in order to have a direct influence on their capability and knowledge.

4.4 Radicalization and boys retention in primary education

The first objective of the study sought to establish the influence of radicalization on boys' retention in conflict prone Lamu East Sub-County. To realize this

objective, the study sought to establish on the dependent variable of the study. The headteachers were asked to indicate whether conflict in Lamu East Sub-County influence boys' retention level in public primary schools. Table 4.9 presents the study findings.

Table 4.9 Headteachers' responses on influence of conflict on boys' retention level in public primary schools in Lamu East Sub-county

Responses	Frequency	Percent
	(f)	(%)
No	5	33.3
Yes	10	66.7
Total	15	100.0

According to Table 4.9, majority of the headteachers (66.7%) conflict issues in Lamu East sub-County have an influence on boy-child retention in public primary schools. This shows that the study requires determining possible variables that related to conflict and boys' retention. These findings showed that conflict influence boys' retention in primary education.

The results concede with Dryden-Peterson, (2009) that during conflict boys are disrupted off their household livelihoods, hence forcing them to be withdrawn from school due conflict related factors.

The respondents were requested to indicate whether boys in the sub-county dropped out of school to join radical groups. Table 4.10 presents the study findings.

Table 4.10 Responses on boys’ dropping out to join radical groups

Responses	Headteachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
	(f)	(%)	(f)	(%)	(f)	(%)
Yes	10	53.3	65	73.9	128	92.8
No	5	46.7	23	26.1	10	7.2
Total	15	100.0	88	100.0	138	100.0

Information presented in Table 4.10 shows that majority of the respondents (53.3%, 73.9% and 92.8% respectively) indicated that boys in their area dropped out of school to join radical groups. This was an indication that many boys had discontinued schooling due to radicalization. This information was also confirmed in an interview with the Assistant County Commissioner (ACC) in Lamu East Sub-County who was a key informant indicated the rising insecurity issues due to conflict, has seen the larger Lamu County experience serious cases of radicalization. He stated that the recruitment of young boys into radical groups interfered with their education.

This is in agreement with Anderman (2000) who stated that the outcome of radicalization are shaped by the society at large; for example, radicalism can

originate from a broad consensus against progressive changes in the society or from broad desire for change in society. It is also in agreement with the US National Counter Terrorism Centre (NCTC) that found that radicalization is driven by personal concern at local level in addition to frustration with national events.

The study sought to establish the estimate number of boys who dropped out to join outlawed groups. Table 4.11 presents the study findings.

Table 4.11 Estimate number of boys who dropped to join radical groups

No. of boys	Headteachers		Teachers		Pupils	
	F	%	f	%	f	%
Below 5 boys	7	46.7	37	42.0	31	22.5
6 – 10 boys	3	20.0	22	25.0	23	16.7
11 – 15 boys	2	13.3	13	14.8	19	13.8
16 – 20 boys	1	6.7	10	11.4	46	33.3
Over 20 boys	2	13.3	6	6.8	19	13.8
Total	15	100.0	88	100.0	138	100.0

The study findings in Table 4.11 shows that most of the respondents (46.7% of the headteachers, and 42.0% of teachers) stated that they knew on average about 5 boys were out of school to join radical group. On the other hand, 33.3 percent of the pupils knew an estimate of between 16 to 20 boys. The results show that in the study area, there were boys yet to be enlisted who quit schooling to join radical

group this was depicted by the large difference between the headteachers and pupils.

The data shows that majority of pupils (33.3%) know greater number of boys (16 to 20 boys) who has dropped out due to radicalization. On the other hand, majority of the headteachers and teachers (46.7% and 42% respectively) only know of less than five boys. This different of the number of boys perceived to have dropped out to join radical groups was due to the closeness of pupils to know of radical incidences in their villages as compared to their teachers.

These findings were backed by responses from the ACC during the interview with the researcher who stated that so many boys were unaccounted for due to the heightened insecurity in the area. He further stated that majority of the locals in Lamu County treated the existence of radical groups secretively. The findings agree with a study by UNESCO (2010) that found an increase in uneducated proportion of male cohorts in war affected areas. The findings were also appealing to Chege et al (2008) who found that boys in Nigeria are dropping out of school at increasing rate. It is also in line with Matusitz and Repass (2009) argument that boys from more socially deprived backgrounds are more likely to join gangs, cults or become 'area boys' and therefore, perpetrators and victims of violence.

Further, the headteachers were asked to indicate whether radicalization influence boys' retention in Public primary schools. Table 4.12 presents the study findings.

Table 4.12 Radicalization influence boys’ retention level in public primary schools in Lamu East Sub-county

Responses	Frequency	Percent
	(f)	(%)
Yes	13	86.7
No	2	13.3
Total	15	100.0

Information presented in Table 4.12 shows that a high percentage of the headteachers (86.7%) agreed that radicalization influence boy-child retention in Lamu East Sub-County. This implies that in the conflict stricken Lamu East had outlawed sects that recruited primary school aged boys to radicalize them. This concurs with data collected from the Assistant County Commissioner who indicated that the area was largely faced by radicalization of young people into conflict ideologies as self-protection measures and revenge missions on perceived historical injustices in the larger Lamu County.

The results agree with Berman, (2009) on the argument that radicalization that occurs across multiple reinforcing pathways greatly increases a group’s resilience and lethality especially when radicalized members are minors. The minors are deterred from schooling to enact radicalized ideologies.

Further, the study sought to establish aspects showing that radicalization influenced boys’ retention using a likert table. The views of the respondents were sought. They were expected to indicate their responses on a five point Likert scale

where: SA= Strongly agree A= Agree, D= Disagree, and SD= Strongly Disagree.

The head teachers' responses are presented in Table 4.13.

Table 4.13 Radicalization factors influencing boys' retention in public primary schools as perceived by headteachers

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Radicalization reduce boys enrolment in primary education	11	73.3	3	20.0	1	6.7	0	0
Recruitment of boys into radicalized activities is threat to participation in education	7	46.7	6	40.0	2	13.3	0	0
Boys are forced to drop out of school to join radical groups	8	53.3	7	46.7	0	0	0	0
During conflict boys are forced to support radical sects in their regions	3	13.3	8	53.3	4	16.7	0	0
n = 15								

Table 4.13, 11(73.3%) headteachers indicated that they strongly agreed on radicalization reduce boys enrolment in primary education and only one (6.7%) headteacher disagreed to the statement. According to 46.7 percent of the headteachers, recruitment of boys into radicalized activities threaten participation in education, while 53.3 percent strongly agreed that boys are forced to drop out of school to join radical groups. Eight out of 15 headteachers (53.3%) were in strong agreement that boys are forced to drop out of school to join radical groups, and that during conflict boys are forced to support radical sects in their regions.

The findings indicated that school-age boys were either not enrolled, dropped out or absented themselves from school due to radicalized activities happening in the area. The findings also showed that continued absenteeism due to radicalized ideologies lead to low boys’ retention rate in public primary schools. The results concur with data from the Assistant County Commissioner (ACC) who stated that boys joined radical sects leading to their dropout in schools. The findings were in agreement with Chege et al. (2008) on a statement that radicalized ideologies were a hindering block to educational success in Nigeria. In their report they concluded that boys joined radicalized sects whose activities hindered continued participation in education.

The study sought to establish teachers’ views on radicalization and boys’ retention levels. The responses are shown in Table 4.14.

Table 4.14 Teachers’ views on radicalization and boys’ retention

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Radicalization reduce boys enrolment in primary education	16	18.2	61	69.3	7	8	4	5
Recruitment of boys into radicalized activities is threat to participation in education	14	16	71	81	3	3	0	0
Boys are forced to drop out of school to join outlawed groups	4	5	82	93	2	2	0	0

n =88

As shown in Table 4.14, 61 (69.3%) teachers agreed that radicalization reduce boys’ enrolment in primary education, while, 7 (8.0%) teachers disagreed to the

statement and lastly 4 (5%) teachers strongly disagreed to the fact that radicalization hinder boys' enrolment in primary education. Fourteen (16%) teachers strongly agreed that recruitment of boys into radicalized activities is threat to participation in education. Majority 71 (81%) of the teachers agreed that boys engaged in radicalized activities threatening their participation and lastly 3 (3%) disagreed to the statement. Four (5%) teachers indicated that they strongly agreed to the perception that boys are forced to drop out of school to join outlawed groups, 82 (93%) teachers indicated agreed to the aspects. Moreover, a majority of the teachers, 72 (82%) teachers indicated that during conflict boys are forced to support radical sects in their regions.

These findings were an indication that boys were engaged in different radicalized activities and joined radical sects deserting schooling. This was an implication that boys' in primary schools in Lamu-East sub-County dropped out of school due to radicalization. The results are in consistence with Harbom, Lotta & Wallensteen (2009) that schools going children especially boys are drawn from school to engage in radicalized sects that introduces them to radical ideologies. The pupils' views on radicalization and boys' retention are presented in Table 4.15.

Table 4.15 Pupils' views on radicalization and boys' retention

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Radicalization reduce boys enrolment in primary education	25	18.1	81	58.7	15	10.9	17	12.3
Recruitment of boys into radicalized activities is threat to participation in education	77	55.8	28	20.3	33	23.9	0	0
Boys are forced to drop out of school to join outlawed groups	65	47.1	42	30.4	31	22.5	0	0
During conflict boys are forced to support radical sects in their regions	31	22.5	72	52.2	16	11.6	19	13.8

n = 138

As shown in Table 4.15, 81(58.7%) boys were in strong agreement that radicalization reduce boys enrolment in primary education, while 77(55.8%) boys agreed that recruitment of boys into radicalized activities is threat to participation in education. Sixty five (47.1%) boys were for the opinion that boys are forced to drop out of school to join outlawed groups, and 72 (52.2%) boys agreed that during conflict boys are forced to support radical sects in their regions.

These results indicated that majority of the pupils felt that boys' retention in primary education was highly affected by radicalization in Lamu East Sub-County. This information concurred with results from the interview with the ACC who stated that though it was done secretly, many boys in the area were recruited into radicalized activities hindering their participation in education. Pearson Product Moment correlations were used for inferential statistics to establish the relationship between the independent variable (radicalization) and

dependent variable (boys' retention in public primary schools). The variables have significant relationship when the correlation coefficient r is positive value that increases towards +1. The results on the correlation between radicalization and boys' retention are as shown in Table 4.16.

Table 4.16 Pearson correlations between radicalization and boys' retention

		Retention	Radicalization
Retention	Pearson Correlation	1	.677**
	Sig. (2-tailed)		.000
	N	15	15
Radicalization	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.001	
	N	88	
Radicalization	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	138	

**** Correlation is significant at 0.01 level (2-tailed)**

Table 4.16 shows that in regard to headteachers there is a positive and significant relationship between radicalization and boys' retention, which was statistically positive and significant ($r= 0.677$, $n=15$, $p=0.000$). This information implies that majority of the headteachers were for the strong opinion that radicalization highly influenced the level of boy-child retention in public primary schools in the area of study. The responses from the teachers also indicate a positive relationship between radicalization and boys' retention, which was statistically significant ($r = 0.523$, $n=88$ and p value = 0.01). This implies radicalization influences boys'

retention in primary schools. Equally, pupils' responses scored a statistical significance of ($r = 0.687$, $n=138$ and p value = 0.00). These findings showed that pupils perceived that there was a significant relationship between radicalization and boys' retention in schooling. The findings indicated that the cases of recruiting boys into radical ideologies highly influenced their level of retention in schooling.

These findings were supported by arguments from the Assistant County Commissioner in the interview who stated that the chances of boys retaining in schools were reduced by the existence of radical groups that required their loyalty as followers.. These results showed the significant relationship that existed between radicalization and boy-child retention in Lamu East sub-County. This is in line with the UNCHR (2008) report that alleged that dealing with conflict challenges that deprive children's rights to education positively increases participation in schools, and then retention in general improves.

4.5 Learners' involvement in conflict and boys' retention in primary education

The second objective of the study sought to assess influence of learners' involvement in conflict on boys' retention in public primary schools in Lamu East sub-County schools. To realize this objective, the study requested the respondents to indicate whether learners were involved in conflict activities. Table 4.17 presents the study findings.

Table 4.17 Learners' involvement in conflict effect on boys' retention levels in public primary schools

No. of boys	Headteachers		Teachers		Pupils	
	F	%	f	%	f	%
Yes	10	66.7	52	59.1	105	76.1
No	5	33.3	36	40.9	33	23.9
Total	15	100.0	88	100.0	138	100.0

According to information presented in Table 4.17, majority of the respondents (66.7% of headteachers, 59.7% of teachers and 76.1% of pupils) agreed that boys were involved in conflict activities in the community. This implies that participation in conflict related activities hindered boys retention in primary education in the study area. From an interview with the Assistant County Commissioner, the study revealed that many boys in the study areas were used in conflict activities absenting themselves from school and even dropping out completely, thus lowering the retention level of boys in the area. These results concurred with the Human Rights Watch (2004) that stated that child soldiers in Liberia were gotten from primary-school-children especially boys who never returned to school reducing their participation in education.

The study sought to establish whether involvement in conflict influenced boys' retention using statements to depict the same in a likert scale. The views of the respondents were sought. They were expected to indicate their responses on a four

point likert scale where: SA= Strongly agree A= Agree, D= Disagree, and SD= Strongly Disagree. The head teachers' responses are presented in Table 4.16.

Table 4.18 Headteachers' views on influence of learners' involvement in conflict on boys' retention

Statement on learners involvement in conflict	SA		A		D		SD	
	f	(%)	f	(%)	f	(%)	f	(%)
During conflict boys decline to attend schooling so as to take part in conflict related activities	7	46.7	6	40.0	2	13.3	0	0.0
Boys are a good source of conflict manpower to ensure victory	8	53.3	6	40.0	1	6.7	0	0.0
During conflict boys carry conflict materials and circulate messages within the community	11	73.4	2	13.3	2	13.3	0	0.0
Parents are not able to send boys to school due to their active role in conflict	10	66.7	5	33.3	0	0	0	0.0

n = 15

As shown in Table 4.18, 7 (46.7%) headteachers strongly agreed that during conflict boys decline to attend schooling so as to take part in conflict related activities, while 2 (13.3%) headteachers disagreed to the statement. Eight (53.3%) headteachers indicated that the community perceived that boys are a good source of conflict manpower to ensure victory. Seven (46.7%) headteachers indicated that during conflict, boys carry conflict materials and circulate messages within

the community. Ten (66.7%) headteachers indicated that parents are not able to send boys to school due to their active role in conflict.

These findings implied that boys were discontinued from schooling to engage in conflict related activities, thus, affective their retention rate. Data from the Assistant County Commissioner showed that boys were used by outlawed groups to cause conflict, initiate revenge missions, ferrying of weapons among other conflict relate activities. The ACC further stated that the perennial conflict related aspects in the area facilitated the introduction of young boys into organized militia groups to keep them ready for revenge missions or other organized attacks. Boys are perceived with prestige when they join these outlawed groups to protect their community from historical injustices.

The findings agreed with arguments from Singer (2005) who stated that during war children are used to ferry weapons, oriented as soldiers or act as spies for conflicting groups due to their innocent perception. Singer further states that active engagement of children with war related activities discontinues them from their right to education.

The study also sought to establish the views of the teachers on the influence of learners' involvement in conflict on boys' retention. The responses are as shown in Table 4.19.

Table 4.19 Teachers' responses on learners' involvement in conflict

	SA		A		D		SD	
	f	(%)	f	(%)	f	(%)	f	(%)
During conflict boys decline to attend schooling so as to take part in conflict related activities	9	11.4	74	84.1	5	5.7	0	0.0
Boys are a good source of conflict manpower to ensure victory	28	31.8	58	65.9	2	2.3	0	0.0
During conflict boys carry conflict materials and circulate messages within the community	23	26.1	61	69.3	4	4.5	0	0.0
Parents are not able to send boys to school due to their active role in conflict	49	55.7	33	37.5	6	6.8	0	0.0

n = 88

As shown in Table 4.19, 74 (84.1%) teachers agreed that during conflict boys decline to attend schooling so as to take part in conflict related activities, while, 31.8 percent of the teachers indicated that they strongly agreed on the issue that boys are a good source of conflict manpower to ensure victory. Sixty One (69.3%) teachers agreed that during conflict boys carry conflict materials and circulate messages within the community. Forty nine (55.7%) teachers strongly agreed that parents are not able to send boys to school due to their active role in conflict.

The results from the study implied that majority of the teachers perceived that parents were aware of their boys' involvement in conflict related activities affecting their retention. This implication was shown by the large number of

teachers who strongly agreed that parents did not send their boys' to school to engage in conflict roles. The findings also indicated that the community perceived boys as war-power to protect them during conflict. The results were in line with a statement from Brett and Specht (2004) that boys were perceived by the communities as protectors and thus they were expected to play an active role during conflict.

Further, the study sought to establish pupils' views on learners' involvement in conflict and boys' retention levels. The responses are shown in Table 4.20.

Table 4.20 Pupils' views on learners' involvement in conflict and boys' retention

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
During conflict boys decline to attend schooling so as to take part in conflict related activities	106	76.8	21	15.2	7	5.1	4	2.9
Boys are a good source of conflict manpower to ensure victory	54	39.1	71	51.4	13	9.4	0	0
During conflict boys carry conflict materials and circulate messages within the community	42	30.4	82	59.4	14	10.1	0	0
Parents are not able to send boys to school due to their active role in conflict	19	13.8	68	49.3	25	18.1	16	11.6

n = 138

Data presented in Table 4.20 shows that 106 (76.8%) of the pupils strongly agreed that during conflict boys decline to attend schooling so as to take part in conflict

related activities, 71(51.4) pupils agreed that boys are a good source of conflict manpower to ensure victory. Eighty two (59.4%) were in agreement that during conflict boys carry conflict materials and circulate messages within the community, while 68(49.3) pupils agreed that parents are not able to send boys to school due to their active role in conflict.

The results were an implication that majority of pupils perceived that during conflict boys prioritize engagement in conflict related activities rather than attending schooling. The area Assistant County Commissioner cited active engagement of school-aged boys as spies and militants whenever conflict erupts causing them to be absent from time to time, which eventually lead to discontinuation. The findings reinforce the assertion by Dryden-Peterson (2010) who said that the use of boy-soldiers in Afghanistan affected the retention of boys in schools since they dropped out to engage in more promising outlawed militia that recruited child soldiers during conflict.

Pearson Product Moment correlations were used for inferential statistics to establish the relationship between the independent variable (involvement in conflict) and dependent variable (boys' retention in public primary schools). The variables have significant relationship when the correlation coefficient r is positive value that increases towards +1. The results on the correlation between involvement in conflict and boys' retention are as shown in Table 4.21.

Table 4.21 Pearson correlation between learners’ involvement in conflict and boys’ retention

		Retention	Learners’ involvement in conflict
Retention	Pearson Correlation	1	.738**
	Sig. (2-tailed)		.000
	N		15
Learners’ involvement in conflict	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.001	
	N	88	
Learners’ involvement in conflict	Pearson Correlation	.692**	1
	Sig. (2-tailed)	.001	
	N	138	

**** Correlation is significant at 0.01 level (2-tailed)**

The Table 4.21 shows that in regard to head teachers there is a positive relationship between learners’ involvement in conflict and retention which was statistically significant ($r= 0.738$, $n=15$, $p=0.000$). In regard to teachers there is a positive relationship between learners’ involvement in conflict and retention which was statistically significant ($r= 0.731$, $n=88$, $p=0.001$). According to responses from pupils showed that involvement of learners in conflict related activities has a significant relationship ($r = 0.692$, $n= 138$ and $p – 0.001$).

This implies learners’ involvement in conflict influences school retention in primary schools. The above findings are in line with a report from Human Rights Watch (2003) that suggested that the realization of education as all children’s

basic right require all stakeholders' involvement to stop exploitation of children in issues revolving around conflict. Brett and Specht (2004) also argued that education of children in war stricken areas was greatly affected especially when they were involved in conflict related activities.

4.6 Religious affiliation and boy-child retention in primary education

The third study objective sought to establish the influence of religious affiliation on boy-child retention level in public primary schools in Lamu East Sub-County. To realize this objective, firstly, the respondents were requested to give their perception on whether religious affiliation in Lamu East Sub-County influence boys' retention in primary education. Table 4.22 presents the study findings.

Table 4.22 Religious affiliation influence boys' retention levels in public primary schools

No. of boys	Headteachers		Teachers		Pupils	
	F	%	f	%	f	%
Yes	8	53.3	77	87.5	119	86.2
No	7	46.7	11	12.5	19	13.8
Total	15	100.0	88	100.0	138	100.0

A majority of the headteachers, teachers and pupils (53.3%, 87.5% and 86.2% respectively) agreed that religious affiliation influenced boys retention in public primary schools in Lamu East Sub-county. The information from all respondents showed that religious affiliation of the communities within the study area highly contributed to the retention levels of boys. The information was also backed by

the area Assistant County Commissioner during an interview with the researcher who indicated that most of the people within the study area were either Muslims or non-Muslims. He further stated that this religious orientation of the people highly influenced their participation in social matters. Therefore religious affiliation of the people influenced their children's retention in education. Many people, young and old became terrorists because they believed that terrorist activities was their highest commitment to their religion or cause of liberation and is necessary to overcome evil, win eternal salvation (Bandura, 2004).

The respondents were issued with statement to respond on the influence of religious affiliation on boys' retention in primary education using the following likert scale; SA= Strongly agree A= Agree, D= Disagree, and SD= Strongly Disagree. The view of the school headteachers were sought and are indicated on Table 4.23.

Table 4.23 Headteachers' views on religious affiliation influencing boys' retention level in public primary schools

Statement on religious affiliation	SA		A		D		SD	
	f	(%)	f	(%)	f	(%)	f	(%)
Religious orientation of boys influence their retention in primary education	2	13.3	10	66.7	3	30.0	0	0.0
Boys are forced to engage in religious activities instead of enrolling in schools	6	40.0	9	60.0	0	0.0	0	0
There is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups	0	0.0	1	6.7	7	46.7	7	46.7
Boys receive teaching from their religious classes that reduces their interest in participating formal education	0	0.0	0	0.0	2	13.3	13	86.7
Religious orientation of boys cause absenteeism in primary education	0	0.0	0	0.0	1	6.7	14	93.3

n = 15

As shown on Table 4.23, 10 (66.7%) headteachers agreed that religious orientation of boys influence their retention in primary education, while, 9 (60%) headteachers indicated that boys are forced to engage in religious activities instead of enrolling in schools. On the other hand, 7(46.7%) headteachers strongly disagreed that there is frequently absenteeism during conflict mainly by boys

from certain religious affiliate groups. Also, 13 (86.7%) headteachers refuted that boys receive teaching from their religious classes that reduces their interest in participating formal education. Fourteen (93.3%) headteachers strongly disagreed that religious orientation of boys cause absenteeism in primary education.

The results indicated that majority of the headteachers did not perceive religious affiliation to influence boys retention in education directly. Though, to some extent it was seen to lower boys retention when they engage in some religious activities deserting formal education. The difference in the results implies that religious matters were sensitive thus, drawing different conceptions. The findings were in agreement with a report by UNICEF (2008) that religious affiliation of some communities influenced their children's engagement with formal education. The report further highlights that Muslim communities hold Madarasa teaching with more prestige as compared to formal education thus, lowering the emphasis to encourage their children to pursue formal education.

This was refuted by the area Assistant County Commissioner who stated that some religious affiliation in the area were reluctant to send their children to schools due to their beliefs. Therefore, school going children miss schooling to attend religious functions that are perceived to be more important. The results from the interview were in agreement with General Assembly (2015) that asserts that violent extremist groups, cynically distort and exploit religious beliefs, ethnic differences and political ideologies to legitimize their actions.

The study also sought to establish the teachers' response on the influence of religious affiliation on the retention. The teachers' responses are shown in Table 4.24.

Table 4.24 Teachers' responses on religious affiliation and boys retention

Statement on religious affiliation	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Religious orientation of boys influence their retention in primary education	10	11.4	61	69.3	17	19.3	0	0.0
Boys are forced to engage in religious activities instead of enrolling in schools	2	2.3	66	75.0	20	22.7	0	0.0
Boys receive teaching from their religious classes that reduces their interest in participating formal education	23	26.1	61	69.4	4	4.5	0	0.0
Religious orientation of boys cause absenteeism in primary education	0	0.0	2	2.3	18	20.4	68	77.3
Religious orientation of boys influence their retention in primary education	0	0.0	0	0.0	14	15.9	74	84.1
Boys are forced to engage in religious activities instead of enrolling in schools	0	0.0	0	0.0	10	11.4	78	88.6
There is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups	0	0.0	0	0.0	7	8.0	81	92.0

n = 88

As shown on Table 4.24, 61 (69.3%) teachers indicated religious orientation of boys influence their retention in primary education. Sixty six (75%) teachers agreed that boys are forced to engage in religious activities instead of enrolling in

schools. Sixty one (69.4%) teachers agreed that boys receive teaching from their religious classes that reduces their interest in participating formal education. Sixty eight (77.3%) teachers indicated that Religious orientation of boys cause absenteeism in primary education. Seventy four (84.1%) teachers disagreed that Religious orientation of boys influence their retention in primary education. Seventy eight (89%) indicated that to no extent did pupils acquire truancy due to religious affiliation. Eighty one (92.0%) teachers strongly disagreed that there is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups.

The results from the teachers responses showed that majority of the teachers did not find religious affiliation to interfere with boys' retention in primary education, though a relative low percentage of the teachers were for the opinion that boys' from some religious affiliation were engaged in some religious activities lowering participation, causing absenteeism and eventually reducing their retention. The study findings showed majority of the teachers were royal to their religions to implicate their contribution to boys' retention. This information disagreed with statements coined from the ACC that some religious affiliation in the area has largely contributed to low boys' retention in primary schools. He (the ACC) also cited that majority of the residents perceived religious matters with great reservation.

Further, the study sought to establish pupils' views on religious affiliation and boys' retention levels. The responses are shown in Table 4.25.

Table 4.25 Pupils' views on religious affiliation and boys' retention

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Religious orientation of boys influence their retention in primary education	46	33.3	61	44.2	31	22.5	0	0.0
Boys are forced to engage in religious activities instead of enrolling in schools	84	60.9	21	15.2	33	23.9	0	0
Boys receive teaching from their religious classes that reduces their interest in participating formal education	21	15.2	82	59.4	35	25.4	0	0
Religious orientation of boys cause absenteeism in primary education	34	24.6	72	52.3	16	11.6	16	11.6

n = 138

Table 4.25 shows that, 61 (44.2%) pupils were for the opinion that religious orientation of boys influence their retention in primary education, 84(60.9%) pupils strongly agreed that boys are forced to engage in religious activities instead of enrolling in schools. According to 82(59.4%) pupils boys receive teaching from their religious classes that reduces their interest in participating formal education, while 72 (52.3%) pupils agreed that religious orientation of boys cause absenteeism in primary education.

This implies that majority of the pupils' opinion differed from their headteachers and teachers on how religious matter affect boys retention in public primary schools. A majority of the pupils agreed that religious affiliation causes boys to carryout certain religious practices deterring them from formal schooling to attend

religious teaching like Madrasa. The information was also gotten from an interview with the Assistant County Commissioner who stated that certain religious affiliation have deep rooted teachings that were held with esteem by the community. Therefore, religious teachings were given priority and emphasis causing children to spend ample time in religious classes lowering retention rate in formal schooling.

The above findings are in line with Singer (2005) and Rashid (2000) who state that in Palestine, Hamas proclaims that youth bombers are martyrs and celebrate their actions in ways that win the family enormous respect and youths who had been indoctrinated in Madrasahs swelled the ranks of the Taliban

Pearson Product Moment correlations were used for inferential statistics to establish the relationship between the independent variable (religious affiliation) and dependent variable (boys' retention in public primary schools). The variables have significant relationship when the correlation coefficient r is positive value that increases towards +1. The results on the correlation between religious affiliation and boys' retention are as shown in Table 4.26.

Table 4.26 Pearson correlation between religious affiliation and boys' retention

		Retention	Religious affiliation
Retention	Pearson Correlation	1	.355**
	Sig. (2-tailed)		.003
	N		15
Religious affiliation	Pearson Correlation	.373**	1
	Sig. (2-tailed)	.001	
	N	88	
Religious affiliation	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.001	
	N	138	

**** Correlation is significant at 0.01 level (2-tailed)**

Table 4.26 shows that head teachers stated that there is a positive relationship between religious affiliation and retention ($r = 0.355, n = 15$ and p value = .003). This implies that religious affiliation has positive and significant relationship on boys' retention. In regard to teachers there is a positive relationship between religious affiliation and retention ($r = 0.373, n = 88$ and p value = 0.001). Further, correlation of pupils responses on issues showing the influence of religious affiliation and boys retention showed a significant relationship where ($r = 0.731, n = 138$ and p value = 0.001). This implies that religious affiliation has a positive significant relationship on boys' retention.

The correlation from teachers and headteachers showed a lower relationship between religious affiliation and boys retention, while pupils correlation showed

very high relationship. These findings implied that religious beliefs were held with utmost esteem, thus posing the difference in opinions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary of the study. The main findings of the study are summarized and conclusions drawn. The recommendations on those findings are discussed and areas of further research suggested.

5.2 Summary of the study

The purpose of this study was to investigate the influence of conflict on retention of boy child in public primary schools in Lamu East Sub- County, Kenya. The study was guided by the following objectives; to determine the extent to which radicalization, learners' involvement and religious affiliation influences retention of boys in public primary schools in Lamu East Sub- County. This study was based on Abraham Maslow's theory on human motivation (Maslow, 1943)

This study employed a descriptive survey research design. The total population for this study consisted of 20 public primary schools in Lamu East Sub-County, where the 20 headteachers, 165 teachers and 1126 standard eight and seven pupils in public primary schools were targeted. The study used stratified sampling to select schools based on their educational zone distribution to participate in the study. The schools were divided into strata based on the three educational zones to ensure equal representation where all schools were picked except the 3 schools used for pilot study. Census sampling was used to select all the head teachers in the sampled public primary schools. Purposive sampling was used to sample 5

class teachers and discipline masters, while simple random sampling was used to sample 10 class seven and eight pupils from each sampled school in the schools. The total sample of the study comprised of 17 head teachers, 102 teacher and 170 pupils from public primary schools. Also the study involved key informants on matters to do with conflict in the area who included the sub-county commissioner and the red-cross personnel. Therefore the total sample was 290 respondents. Data in the study was collected using questionnaires and an interview guide. Three public primary schools were selected for pilot study. Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument. Test-retest method was used to check on the reliability of the instruments. Descriptive statistics such as frequency distribution and percentages were used to analyze the data collected and presented in frequency tables, percentage, pie charts and bar graphs. The study realized 84.3 percent total response rate.

5.3 Summary of the findings

The first objective of the study sought to establish the influence of radicalization on boys' retention in conflict prone Lamu East Sub-County. The study findings revealed that majority of the respondents (53.3% headteachers, 73.9% teachers and 92.8% pupils) indicated that boys in their area dropped out of school to join radical groups. Most of the respondents (46.7% of the headteachers, and 42.0% of teachers) stated that they knew on average about 5 boys were out of school to join

radical group. On the other hand, 33.3 percent of the pupils knew an estimate of between 16 to 20 boys.

Eight out of 15 headteachers (53.3%), 61 (69.3%) teachers and 81(58.7%) pupils were in strong agreement that boys are forced to drop out of school to join radical groups, and that during conflict boys are forced to support radical sects in their regions. This information was also confirmed in an interview with the Assistant County Commissioner (ACC) in Lamu East Sub-County who was a key informant indicated the rising insecurity issues due to conflict, has seen the larger Lamu County experience serious cases of radicalization. He stated that the recruitment of young boys into radical groups interfered with their education.

The second objective of the study sought to assess influence of learners' involvement in conflict on boys' retention in public primary schools in Lamu East sub-County schools. According to the study findings, majority of the respondents (66.7% of headteachers, 59.7% of teachers and 76.1% of pupils) agreed that boys were involved in conflict activities in the community. The findings revealed that 46.7 percent headteachers, 84.1 percent teachers and 76.8 percent of the pupils strongly agreed that during conflict boys decline to attend schooling so as to take part in conflict related activities. Data from the Assistant County Commissioner showed that boys were used by outlawed groups to cause conflict, initiate revenge missions, ferrying of weapons among other conflict relate activities. The ACC further stated that the perennial conflict related aspects in the area facilitated the

introduction of young boys into organized militia groups to keep them ready for revenge missions or other organized attacks. Boys are perceived with prestige when they join these outlawed groups to protect their community from historical injustices.

The third study objective sought to establish the influence of religious affiliation on boy-child retention level in public primary schools in Lamu East Sub-County. The study findings showed that a majority of the headteachers, teachers and pupils (53.3%, 87.5% and 86.2% respectively) agreed that religious affiliation influenced boys' retention in public primary schools in Lamu East Sub-county. Ten (66.7%) headteachers agreed that religious orientation of boys influence their retention in primary education. On the other hand, 7(46.7%) headteachers strongly disagreed that there is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups. Sixty six (75%) teachers agreed that boys are forced to engage in religious activities instead of enrolling in schools. Sixty one (69.4%) teachers agreed that boys receive teaching from their religious classes that reduces their interest in participating formal education. Sixty eight (77.3%) teachers indicated that Religious orientation of boys cause absenteeism in primary education. The area Assistant County Commissioner during an interview with the researcher indicated that most of the people within the study area were either Muslims or non-Muslims. He further stated that this religious orientation of the people highly influenced their participation in social matters. Therefore religious affiliation of the people influenced their children's retention in education

5.4 Conclusions of the study

The foregoing analysis indicates radicalization, learners' involvement in conflict, and religious affiliation has an influence on pupil's retention in primary education. The results based from the influence of radicalization and retention implied that boys were radicalized into ideologies that prevented their retention in primary education. The study concluded that radical ideologies derived from religious beliefs and historical injustices have caused area residents to engage in resistant missions as revenge measures with boys being an easier target to execute attacks.

The study concluded that majority of the local residents in Lamu East Sub-County don't emphasis on their children's education more-so the boy-child. Therefore boys are culturally viewed as protection machinery in the conflict prone area reducing their enrolment in formal education, regular absenteeism and eventually dropping out of schooling to engage in conflict related activities.

The influence of religious affiliation on boys' retention received different opinions from the respondents showing that though to some extent it affected boys' retention most of them indicated that the perceptions were biased on some religious affiliation. Therefore, the study concluded that religious matters were treated with caution causing the respondents to deter on its responsibility towards boys' retention.

5.5 Recommendations of the study

The study made the following recommendations based on the study findings;

- i) The study recommends that the schools' administrations to embrace anti-radicalization policies and programmes discouraging radicalization to improve pupils' retention especially the boy-child in primary education. This is through involving teachers and pupils in activities that devalue involvement in radicalized sects, extremist ideologies and engagement in conflict issues to improve on retention of primary education.
- ii) On learners' involvement in conflict, the study recommends that the local authorities to have laid out measures on dealing with recruitment of boy-soldiers in conflict related issues, to recapture dropped out boys, and to reward pupils who give reliable information on involvement of learners in conflict to improve on retention in primary education.
- iii) The study also recommends that, religious leaders, Ministry of Education and the Ministry of Gender cultural and social welfares to work closely with religious oriented groups that devalue formal education in their teachings by creating awareness on education as a basic human right for all children. This will help create rapport among the groups on the urge to retain their boys' in formal education.
- iv) The study recommends the Ministry of Education and faith-based organizations to create forums to enlighten local communities on importance of education so as to discourage engagement of their children in conflict related practices the deprive boys' their right to basic

education. This will in turn help reduce dropout and increase retention in primary schools

5.5 Suggestions for further research

It has become evident in the course of this investigation that further research needs to be carried out in the following related areas:

- i) A similar study should be carried out in other conflict-prone counties on the influence of conflict of boy-child retention in primary education to generalize on the findings.
- ii) Replications of this investigation will need to find out the influence of conflict involvement on secondary schools boys' retention and their completion rate in security challenges areas.
- iii) A study should be carried out in Lamu-East Sub-county to investigate the retention of girl-child in primary education to compare the situation across both genders.

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APPENDIX I
INTRODUCTORY LETTER TO RESPONDENTS

University of Nairobi
P.O BOX 92,
Kikuyu

Dear Sir / Madam,

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Master student at Nairobi University. I am conducting a research to determine “**Factors influencing boy child retention in public primary schools in Lamu East Sub-County**”. I therefore kindly request you to allow me conduct research in your school. The information obtained will be used for this research and the identity of the respondents will be treated as strictly confidential.

Thank you for your cooperation and assistance.

Yours Sincerely,

John Kamau Kinuthia

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is designed to help the researcher find out the factors that affect retention of boy child in public primary schools in Lamu East Sub County.

You are requested to participate in the study by filling in this questionnaire. The information you give will be used for the purpose of the study only.

Section A: Demographic data

1. What is your gender? Male Female

2. What is your age bracket?

Below 25 years <input type="checkbox"/>	26 – 30 years <input type="checkbox"/>
31 – 35 years <input type="checkbox"/>	36 – 40 <input type="checkbox"/>
41 – 45 years <input type="checkbox"/>	Above 46 <input type="checkbox"/>

3. How long have you served as headteacher

Below 1 year <input type="checkbox"/>	1 – 5 year <input type="checkbox"/>
6 – 10 years <input type="checkbox"/>	11 – 15 years <input type="checkbox"/>
16 – 20 years <input type="checkbox"/>	Above 21 years <input type="checkbox"/>

4. How long have you served as headteacher in this school?

Below 1 year <input type="checkbox"/>	1 – 5 year <input type="checkbox"/>
6 – 10 years <input type="checkbox"/>	11 – 15 years <input type="checkbox"/>
16 – 20 years <input type="checkbox"/>	Above 21 years <input type="checkbox"/>

5. What is your level of education?

PI <input type="checkbox"/>	Diploma <input type="checkbox"/>
Degree <input type="checkbox"/>	Masters <input type="checkbox"/>
PhD <input type="checkbox"/>	

6. Does conflict influence boys retention levels in public primary schools in Lamu East Sub-County Yes No

Section B: Influence of radicalization on boys’ retention in public primary schools

7. Do you know any student who dropped out of school to join radical groups?
 Yes [] No [] if yes how many.....
8. Does radicalization influence boys’ retention levels in public primary schools in Lamu East sub-County? Yes [] No []
9. Kindly indicate the extent to which you agree or disagree with the following statement using the following key:

Statement	SA	A	D	SD
Radicalization reduce boys enrolment in primary education				
Recruitment of boys into radicalized activities is threat to participation in education				
Boys are forced to drop out of school to join outlawed groups				
During conflict boys are forced to support radical sects in their regions				

10. Does learners involvement in conflict effect on boys’ retention levels in public primary schools Yes [] No []
11. Do you know any student who dropped out of school to be involved in planning attacks or assist in recruitment into outlawed groups? Yes [] No []

12. Indicate the extent to which you agree or disagree with the following statements using the following key: SA= Strongly Agree A = Agree

SN	Statement on learners involvement in conflict	SA	A	D	SD
	During conflict boys decline to attend schooling so as to take i. part in conflict related activities				
	Boys are a good source of conflict manpower to ensure ii. victory				
	iii. During conflict boys carry conflict materials and circulate messages within the community				
	iv. Parents are not able to send boys to school due to their active role in conflict				

13. Does religious affiliation influence boys' retention levels in public primary schools in conflict affected Lamu East Yes [] No []

14. Do you know any student who dropped out of school to pursue religious practices? Yes [] No []

15. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree

D = Disagree SD = Strongly Disagree

SN	Statement on religious affiliation	SA	A	D	SD
i.	Religious orientation of boys influence their retention in primary education				
ii.	Boys are forced to engage in religious activities instead of enrolling in schools				
iii.	There is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups				
iv.	Boys receive teaching from their religious classes that reduces their interest in participating formal education				

Thank you for your participation.

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is designed to help the researcher find out the factors that affect retention of boys in public primary schools pupils in Lamu East Sub-County. You are requested to participate in the study by filling in this questionnaire. The information you give will be used for the purpose of the study only.

Section A: Demographic data

1. What is your gender Male [] Female []
2. What is your age?
 - . Below 25 years [] 26 – 30 years []
 - 31 – 35 years [] 36 – 40 []
 - 41 – 45 years [] Above 46 []
3. How long have you served as teacher?
 - Below 1 year [] 1 – 5 year []
 - 6 – 10 years [] 11 – 15 years []
 - 16 – 20 years [] Above 21 years []
4. How long have you served as teacher in this school?
 - Below 1 year [] 1 – 5 year []
 - 6 – 10 years [] 11 – 15 years []
 - 16 – 20 years [] Above 21 years []
5. What is your level of education?
 - PI [] Diploma []
 - Degree [] Masters [] PhD []

Section B: Influence of radicalization on boys’ retention in public primary schools

Does conflict influence boys retention levels in public primary schools in Lamu

6. East Sub-County Yes [] No []

7. Do you know any student who dropped out of school to join radical groups? Yes [] No [] if yes how many.....

Kindly indicate the extent to which you agree or disagree with the following statement using the following key:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	D	SD
i.	Radicalization reduce boys enrolment in primary education				
ii.	Recruitment of boys into conflict activities is threat to participation in education				
iii.	Boys are forced to drop out of school to join outlawed groups				
iv.	During conflict boys are forced to support radical sects in their regions				

8. Does involvement in conflict effect on boys’ retention levels in public primary schools

Yes [] No []

9. Do you know any student who dropped out of school to be involved in planning attacks or assist in recruitment into outlawed groups? Yes [] No []

10. Indicate the extent to which you agree or disagree with the following statements using the following key:

SN	Statement on learners' involvement in conflict	SA	A	D	SD
	During conflict boys decline to attend schooling so as to i. take part in conflict related activities				
	Boys are a good source of conflict manpower to ensure ii. victory				
	iii. During conflict, are used to very conflict materials and circulate messages within the community				
	iv. Parents are not able to send boys to school sue to heir active role in ethnic conflict				

11. Does religious affiliation influence boys' retention levels in public

primary schools in conflict affected Lamu East Yes [] No

[]

12. Do you know any student who dropped out of school to pursue religious

practices? Yes [] No []

13. Indicate the extent to which you agree or disagree with the following

statements using the following key:

SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

SN	Statement religious affiliation	SA	A	D	SD
i.	Religious orientation of boys influence their retention in primary education				

ii.	Boys are forced to engage in religious activities instead of enrolling in schools				
iii.	There is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups				
iv.	Boys receive teaching from their religious classes that reduces their interest in participating formal education				

Thank you for your participation.

APPENDIX IV
QUESTIONNAIRE FOR PUPILS

This questionnaire is designed to help the researcher find out the factors that affect retention of boys in public primary schools pupils in Lamu East Sub-County. You are requested to participate in the study by filling in this questionnaire. The information you give will be used for the purpose of the study only.

Section A: Demographic data

1. What is your sex Boy [] Girl []
2. What is your age?
 - . Below 10 years [] 11 – 13 years []
 - 14 – 15 years [] 16 and above []
3. How long have you being in this school?
 - Below 1 year [] 1 – 5 year []
 - 6 and above years []

Section B: Influence of conflict on boys’ retention in public primary schools

4. Does conflict influence boys retention levels in public primary schools in Lamu East Sub-County? Yes [] No []
5. Do you know any student who dropped out of school to join radical groups?
Yes [] No [] if yes how many.....

6. Kindly indicate the extent to which you agree or disagree with the following statement using the following key: SA = Strongly Agree A = Agree D = Disagree SD = Strongly Disagree

SN	Statement	SA	A	D	SD
i.	Radicalization reduce boys enrolment in primary education				
ii.	Recruitment of boys into conflict activities is threat to participation in education				
iii.	Boys are forced to drop out of school to join outlawed groups				
iv.	During conflict boys are forced to support radical sects in their regions				

7. Does involvement in conflict effect on boys' retention levels in public primary schools

Yes [] No []

8. Indicate the extent to which you agree or disagree with the following statements using the following key: SA = Strongly Agree A = Agree

SN	Statement	SA	A	D	SD
i.	During conflict boys decline to attend schooling so as to take part in conflict related activities				
ii.	Boys are a good source of conflict manpower to ensure				

	victory				
iii.	During conflict, are used to very conflict materials and circulate messages within the community				
iv.	Parents are not able to send boys to school sue to heir active role in ethnic conflict				

9. Does religious affiliation influence boys' retention levels in public primary schools in conflict affected Lamu East

Yes [] No []

10. Do you know any student who dropped out of school to religious beliefs?

Yes [] No []

11. Indicate the extent to which you agree or disagree with the following statements using the following key:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

SN	Statement	SA	A	D	SD
i.	Religious orientation of boys influence their retention in primary education				
ii.	Boys are forced to engage in religious activities instead of enrolling in schools				
iii.	There is frequently absenteeism during conflict mainly by boys from certain religious affiliate groups				

iv.	Boys receive teaching from their religious classes that reduces their interest in participating formal education				
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APPENDIX V

INTERVIEW GUIDE OF KEY INFORMANT

1. Are there cases on radicalization in the sub-county?
.....
2. Who are more likely to engage in radicalized activities between boys and girls?
3. Does engagement in radicalized activities influence the retention rate of boys Explain the answer
4. What is the objective and reasons of radicalization among the communities in the study area?
5. Are learners involved in conflict activities in the study area?
6. In what activities do learners participate in during conflict?
7. How does learners involvement in conflict influence boys retention in primary education?
8. Are there religious affiliations that hinder boys retention rate in primary education?
9. How does the religious affiliation influence boys retention in education?
10. Explain aspects related to religious affiliation that promote or hinder education retention of boys.
11. State measures used to increase boys retention in primary education?

APPENDIX VI
AUTHORIZATION LETTER



**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

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

Ref. No. **NACOSTI/P/17/48437/17291**

Date: **24th May, 2017**

John Kamau Kinuthia
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing boy-child retention in public primary schools in Lamu East Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Lamu County for the period ending **23rd May, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Lamu 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.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Lamu County.

The County Director of Education
Lamu County.

**APPENDIX VII
RESEARCH PERMIT**

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/48437/17291**
MR. JOHN KAMAU KINUTHIA **Date Of Issue : 24th May, 2017**
of UNIVERSITY OF NAIROBI, **Fee Received : Ksh 1000**
96403-80110 Likoni, has been permitted
to conduct research in Lamu County
on the topic: FACTORS INFLUENCING
BOY-CHILD RETENTION IN PUBLIC
PRIMARY SCHOOLS IN LAMU EAST
SUB-COUNTY, KENYA
for the period ending:
23rd May, 2018


Palena
Director General
National Commission for Science, Technology and Innovation

Applicant's Signature

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

NACOSTI
National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A14168
CONDITIONS: see back page