



The Plight of the Boy-Child: The Cause of Education Wastage and Recruitment in Militia Activities

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Abstract

The issues of gender disparity, parity, equality, and equity have been popping up in relation to the status of the welfare of the girl-child. There are many advocacy groups supporting the protection of the female gender drawing attention to women and female children, but who cares about the boy-child? It is notable in this article that the boy-child is left to suffer the forces of destiny, fate and cosmological incidences! However, the question about the fears of education wastage and recruitment to militia activities translates into a cause for critical apprehension. It is from this backdrop that this paper articulates the necessity of establishing the plight of the boy-child, explaining the contingency between the boy-child and education wastage, and alluding to the prospect of boy-child recruitment into the militia atrocities and outrages. The study is guided by analytical, critical, and prescriptive methods of technical philosophy and the facts are drawn from existing literature. It is palpable that an ignored boy-child is equally exposed to a myriad of plights, education wastage, and proclivity to terrorism.

Keywords: Analytical, Boy-Child, Critical, Education Wastage, Militia, Plight, Prescriptive

Introduction

A historical consensus is that women have been marginalized in diverse spheres of society including social, economic and even political levels. In the past, this was accelerated even by cultural networks has depicted a fundamental pockmark in this process. The issues of gender disparity, parity, equality, and equity have been popping up in relation to the status of the welfare of the girl-child. There are many advocacy groups supporting the protection of the female gender drawing attention to women and female children, but who cares about the boy-child? It is notable in this article that the boy-child is left to suffer the forces of destiny, fate and cosmological incidences! It is notable that cultural rubrics in communities have prevented the girl-child from attaining a full potential (Mwinzi, 2020, p.303). It follows necessarily that as regulations and policies are established, there is often the male lens which tends to dominate the discourse with an integral aim of subduing the

opinions of women. As a result, women and girls got more protection from the legal and family perspective. The implication is that the adoption of affirmative action measures became a guarantee whose purpose has been geared towards resolving centuries of disparity among the male and female genders. While some argue that affirmative action is discriminatory, it serves the ends of impartiality as well as redressing disparity in the contemporary society.

As part of affirmative action, the discourse on the rights of the girl-child, policies on various spheres etc. are quite striking. A translation of such rights focus on asking a derogatory question, is it true that the boy-child does not have rights, or has the boy-child committed ills in society? (Amoo, Adebayo, Owoeye, & Egharevba, 2022, p.5). An analysis of this erstwhile argument defines the consequences in the contemporary society where there is a glaring negligence of the boy-child and this desertion has acquired a historical reference. In other words, from the erstwhile expose, there is an obvious disregard of the situation of the boy-child as it is susceptible to an over-focus on the girl-child. It is palpable that although there are laudable measures in the society to resolve the dilemma of the deprived girl-child, there is an abstract crisis focusing on the factual construal of gender impartiality and the strategies that may lead towards its realization. It is from this backdrop that challenges faced by the boy-child in the contemporary society have not been accorded appropriate attention which is necessary to resolve the existential plight. The boy-child is now left to the horrors of fate and cosmological catastrophes (Nyangena, 2018, p.18). This explains why the question about the fears of education wastage and recruitment to militia activities that translates into a cause for critical apprehension. It is from this backdrop that this paper articulates the necessity of establishing the plight of the boy-child, explaining the contingency between the boy-child and education wastage, and alluding to the prospect of boy-child recruitment into the militia atrocities and outrages. The study is guided by analytical, critical, and prescriptive methods of technical philosophy and the facts are drawn from existing literature. It is palpable that an ignored boy-child is equally exposed to a myriad of plights, education wastage, and proclivity to terrorism.

Objectives

1. to analyze the predicaments of the boy-child
2. to critique the contingencies of neglecting the boy-child
3. to prescribe the prospect of salvaging the boy-child

Review of Related Literature The Predicaments of the Boy-Child

In the contemporary society, the boy-child is susceptible to a myriad of existential

dilemmas. A pertinent question leading to an analysis of the existential impasses that escalate the predicaments facing the boy-child is; what is the matter with boy-child? This is a question that is raised more frequently in relation to the persistent number of incidences including initiative responsibility, education wastage, shared ferocity, and recruitment in militia outrages. In the case of the boy-child and education wastage, this article avers that being male is associated with various forms of vulnerabilities including negative outcomes. As such, the boy-child is connected with inadequate attention which may translate into a form of deficit or hyperactivity disorder and consequently associated with poor self-regulation skills (Pike, 2020, p.297). The upshot is that the boy-child is more vulnerable to poor performance in academics which may be defined by indicators of education wastage. This underperformance and education wastage may at times explain the possibility and vulnerability of being incarcerated. In this case, the situation of a boy-child tends to reflect an intersection of race and gender that translates into a dual disadvantage. In other words, racial and ethnic disparities are evident causes that promote obnoxious activities such as negated background knowledge.

Thus, being of a boy-child is aligned to the cause for frustration and consequent interference with adequate education in terms of quantity and quality (Mwinzi, 2022, p.111). In the absence of adequate education, the boy-child is exposed to difficulties related to the learning set-ups, trivial level of academic engagement, and documented gaps in academic achievement. The peripheral academic achievement of a boy-child turns out to be the cause for potential trauma which may be parallel with stress-related illnesses. Similarly, the boy-child is further exposed to natural atrocities whose forces lead to the problem of substance abuse. In some cases, the gender gap is wider, or narrower, but to the detriment of the boy-child. Thus, the gender gap in caring about doing well in education is significantly smaller for the boy-child. The boy-child is exposed to gender chauvinism that persists in diverse levels and the upshot is an exposure to some of the challenges including withdrawal, education wastage and alignment to militia atrocities.

Contingencies of Neglected Boy-Child

It is substantial that once the boy-child is neglected there is possibility of negative upshots including recruitment into the militia atrocities (Nyangena, 2018, p.17). In Kenya, the problems that frustrate the boy-child require urgent attention. It is glaring that irrespective of the grade or subject, the potency of the boy-child has been deteriorating in academic stadium compared to the girl-child, and the confusion is that the boy-child has minimal access and completion of education. In a parallel view, the devastating impact of education wastage as well as the magnitude that escalates inequalities is crucial in improving an understanding of the partial feat of the boy-child. Here, the issues facing the development, well-being, advantages and disadvantages of the boy-child are also relative

to race and ethnicity, and what might be done to maximize the prospects for optimal responsiveness for the boy-child is indispensable. There is no logical reason for gender equity to be a zero-sum game. Hence, the boy-child is wedged within abridged levels of participation in education, marginal student learning outcomes, exposure to high rates of education wastage, and thus, the magnitude and extensiveness of educational underachievement remains a daunting cause [for the boy-child].

It is from the erstwhile assertion that overlooking the dilemma which is threatening the being of the boy-child is harmful to the aspect of self-esteem. In the contrary, Kenya has initiated substantial attention upon the prosperity of the girl-child by establishing diverse platforms aimed at providing girls with parallel traction with the male counterparts. An effort to enhance enrolment and transition to various academic levels, the girl-child who is perceived to be the weaker and vulnerable gender has acquired the forefront approvals by various government policies. All these measures are initiated in order to give the girl-child a voice in a society which is alleged to have favored the boy-child since time immemorial.

A continued exclusion of the boy-child in gender parity campaigns is the root cause of a populace which is susceptible to the dilemma of delinquency, low self-esteem, ferocity, skiving and substance abuse which translates into becoming the fragile gender. Thus, with diverse probabilities wedged beside the boy-child than is thought, the society is progressively trailing and being irregular as a result of minimal attention accorded to the boy-child. This explains why the boy-child is silently suffering from internal ferocity including major impediments of deprived mental health, attachment trauma, education wastage, promiscuity, crime, anger, low self-esteem, negativity, negligence, emotional volatility, and substance abuse. A negation of guidance, affection and attention aligns with the prospect of criminal orientation and posits major reasons that define the causes.

This is a time when a boy-child experiences gender identity crisis, relativity and independence that often conflicts with the rubrics and prospects defined in the standards. A boy-child who has been recruited in militia is perceived in study as a person collapsing down under agony, distress and trauma with no perceivable exit. It is equally probable that an ignored boy-child is inevitably volatile to respond to the hastily fluctuating realities that life throws out and consequently tend to consider recruitment to militia as an option. This explains why the boy-child chooses secretive separation and is exposed to a greater risk of unorthodox opinions and probable vices (Mwihia, & Ongek, 2019, p.545). A similar view is to highlight the significance of including the boy-child in resolving societal issues while also offering life skills and guidance, societal attention, and the aptitude to achieve potential trances.

In Kenya, the narrative adjacent to the neglected boy-child is an unfinished agenda. Accordingly, this is the dilemma which inspires scholars to try to establish why the boy-child is endangered (Chang'ach, 2012, p.183). In an effort to respond to the question why

does it matter? It occurs that the query of education wastage and the boy-child has disturbing repercussions to the individuals as well as the global society. If there was no failure of the boy-child all over the world such that there is the necessity of adjusting learning to fit a certain measure, then the perennial productivity would be, on average, or higher. An effort to augment a comprehensive and justifiable quality education ought to introduce the being of a boy-child in the process of building a solid human capital. The process of building a firm human capital requires empowerment of both genders. In the contrary, there are dominant traits describing a resistant correlation that the boy-child and educational underachievement are prominent in economic and social disadvantage coupled with education wastage and recruitment into militia endeavors. As the education wastage for the boy-child intensifies, the necessity to counteract the threat by making a conclusive response to the escalating disparity will be a priority in order to situate education headway back on track. Hence, what requires serious attention is the gender-related form of inequality in order to uplift and safeguard the status of the boy-child in education and in the society.

Prospect of Salvaging the Boy-Child

A prescriptive framework of salvaging the boy-child is indispensable. This paper upholds that a boy-child deserves adequate attention according to the other gender. Research on gender issues has often quarantined the girl-child and the boy-child. This means that there is a wedged form of isolation from the other, whereas a profound understanding can be realized by studying the two genders together. A more universal view of understanding the challenge threatening the boy-child gender may occur when a complete and useful study of education wastage is undertaken thereby avoiding an either/or approach to education policies and academic programmes. An example to support this argument may include deliberate efforts to remove gender stereotypes from curricula materials and instead putting into consideration the necessity of prevalent gender-blind language applicable to both male and female. The slight response given to the boy-child is relatively at the ebb, and the possible implication is reflected in ample cases of education wastage, surging levels of crime, substance abuse, and enlisting to militia activities. In the meantime, this article affirms that there is every reason to salvage the boy-child from the restraining and baffling scenario. One of the ways of correcting the situation is through a collective effort to introduce and transfer good values, morals, affection, ethics, peer resistant decision-making skills, critical, and creative thinking trends. An effort to minimize education wastage ought to emanate from the view that learning is a process which is supported by life experiences and mentoring.

A supplementary endorsement is that there is a necessity to devote in ample, varied, pique, and leveled learning in order to inspire the boy-child to embrace focused

education. Therefore, considering a more universal slant to the boy-child gender in an effort to minimize education wastage remains a crucial endeavor for the systems of education to restrain the prospect of failure and the tenacity to divert to militia recruitment. In a similar thread, a rumbling it is glaring that there is a gap aligned to gender inequality increasingly skewed towards the boy-child who is confronted by societal isolation and male vulnerability whose impact has detrimental effects and negative repercussions including substance abuse, vengeful violent, education wastage and recruitment in militia (Ouma, 2016, p.54). Hence, it is fathomable given the backdrop and existential context of how the girl-child was and is still limited, there is a necessity of reducing extreme partiality and consequently end up creating another problem of boy-child disempowerment which will decipher into gender bias.

The question of gender parity has existed for a long time, whilst, the inevitability of gender agenda that provides holistic attention, support services depicted the view that all initiatives have been directed towards prioritizing the needs of the girl-child. An obvious view is that the task preferring the girl-child was and is still crucial. In the contrary, however, it is equally notable that efforts to moderate or even to disempower the boy-child and subsequently equating such initiatives with relieving of the symptoms without addressing the derivative cause translates to a gap related to education wastage. Concomitantly, whereas there is a need for a gender-neutral society, there is a gender-biased or discriminatory slant which tends to create an imbalance in terms of disempowerment of the boy-child and consequently gender bias. Thus, the boy-child neglected and perceived as a character at the peripheral of the gender binary. As a consequence, such incidences have detrimental effects that lead to negative demeanor including substance abuse, vengeful brutality, recklessness, education wastage, and recruitment to militia undertakings. This gap necessitates the value of solidifying frameworks required to augment policies, service delivery, and preventive or mitigation measures (Mwinzi, 2015, p.678). Correspondingly, the sensitivity of the subject matter compels a resolve towards mounting of a significance vigilance to safeguard the boy-child.

There are limited chronicles about prospective evidence from the limited literature which highlights the significant effect of the boy-child. However, the existing literature divulges a stock of education wastage among boy-child. In every region of the world, there are substantial forms of education wastage that threatens the boy-child in basic and tertiary education. The corollary is that the participation of boy-child in tertiary education is not only trivial, but also subject to overall disruption and inability to complete the programs of study. A boy-child is erroneously perceived as a substance of 'complexities' and thus, it is assumed that the success of a boy-child is apparent without overestimation. It is therefore obvious that the deliberate trajectory intended to level the sequential subjectivity associated with marginalization of the girl-child over the years is seemingly resulting into an alternate catastrophe which is monumental in the society and it is defined by an estimated neglect

of the boy-child.

It is invalidly upheld that the boy-child is naturally strong and does not require any auxiliary voice from anyone and the outcome is to lose identity value in the set-up (Nyangena, 2018, p.17). Thus, a logical inference of the erstwhile assertion is that the boy-child is obviously plunged into the process being left to grapple with fate and the tragedy of solitude. In the contrary, the girl-child has been over protection and the implication is that there is an inherent discrepancy of achieving the desired gender equity. Automatically, this is a new problem in the society and as such, it is now a ticking time bomb. Globally, many governments and respective agencies have resolved to exclude the boy-child from any form of attention and this is the cause and the focus of this philosophical treatise. This explains why a boy-child appears confined and neglected (Ouma, 2016, p.56) while being exposed, yet the plight reveals the necessity leading to a cause for action. A pertinent question is; who will rescue the boy-child?

Synopsis of the Findings

Globally, the initiative of rescuing the boy-child is restrained to the terror of fate. Essentially, the concept of gender equality and equity is about the girl-child. Any form of gender equity or equality campaign is directed towards the protection of the girl-child while disregarding that the boy-child is grappling with insecurities. It is palpable that parents are simply concerned about the whereabouts of the girl-child with nominal concern for the boy-child. In this case, an exclusion of the boy-child tends to cripple the trance of achieving gender equality, which remains a global concern. Hence, there is peripheral recognition of the necessity to defend the boy-child and the upshot is a muted endorsement forming a vacuum for gender equality that compels an imperative remedy through the cognizance of a boy-child. It is glaring that investing only in the girl and neglecting the boy is a critical enterprise which can easily endanger universal security in every way. It is from this context of global security that this article tries to show that there is potentiality level of fifty percent failure in meeting the basic proficiency standards among the boy-child compared to the girl-child. This treatise underscores that under the state of nominal attention, the boy-child is more likely to become the victim of violent crime. Correspondingly, there is a possibility of hyperactivity disorder as well as attention-deficit amid the boy-child as opposed to the girl-child. The implication of such disorder is education wastage and potential recruitment in mercenaries and terrorism such that the probability of ending up in juvenile detention of boy-child is five times more compared to the girl-child. This paper emphasizes that the concrete position is that the boy-child is severely behind the girl-child in academic ratings. The contemporary academic reports indicate that 70% of the boy-child is scoring D's and are plummeting to further failure in every academic ranking. The corollary is that the boy-child has more negative cases recorded which reflects four times higher than the girl-child.

If all these traits are computed, the boy-child turns out to be the victim of circumstances including education wastage and recruitment into militia atrocities. This treatise underscores that while there is a global tenacity and proclivity to amplify the dilemma that the girl-child is often trapped in, the predicament that the boy-child is subjected to should neither be overlooked nor flouted. It is self-evident that the boy-child is currently experiencing the cycle of abject impartiality which is amplified by lack of proper role models and the guidance that is necessary for a boy-child to become a person of integrity and purpose.

Academic Deprivation and the Boy-Child

An extensive and diverse explanation behind academic deprivation in the case of a boy-child who lacks attention in contemporary society is a cause for attention. Cases of falling behind and continuous failures defined as education wastage automatically constrains the potential of the boy-child (Mwinzi, 2022, p.343). It is true that social norms that ensue from the concept of hegemonic masculinity advance the odds that are conducive for academic success or failures. The systems of education that emphasize on the learners' specific differences with minimal attention to the gender factor tend to create a suitable and inclusive milieu for education which is necessary for both the boy-child and the girl-child. This treatise alludes that attention is urgently required to refocus on such specific issues and contexts in education so as to mitigate and salvage the cause behind academic reversal of the boy-child. Socially disadvantaged boy-child is disproportionately affected by academic fiasco. Similarly, the boy-child has also been found to be more sensitive to the causes of institutional climate or milieu, including punitive measures, deficient assessments, and appraisals against the standards.

Fragmented Measures

Accordingly, the intervention measures initiated to salvage the boy-child exhibit diverse and absurd ends. One of the tactics to save the boy-child from education wastage and recruitment into militia activities revolves around social norms. An effort to modify the impact of social norms has focused its attention on creating a neutralizing or counteracting strategy through social institutions but with trifling results. It follows necessarily that some of the interventions whose target is directed towards the quality of education for the boy-child are equally restricted and consequently unable to resolve the cause behind education wastage and militia enlistment. Similarly, the ability geared towards motivating and connecting the process of learning with high expectations as well as the individual differences, talents, and needs of the boy-child appear to be crucial causes behind education wastage for the boy-child (Mwinzi, 2022, p.345). The essence of creating

a link is to transcend any idea of a pedagogy assumed to be favoring the boy-child, instead of recognizing that meaningful education yields high benefits when learning concentrates on realizing high-quality, evidence-based, and logically-grounded ends.

The social structure including families, learning institutions, and environs have prospects to improve education outcomes of the boy-child nevertheless this has been flouted all through (Mwinzi, 2022, p.11). The extant position is however equivocal that the condition of the boy-child and the aspect of male gender differences are ascetically understood. It is obvious that there are some measures to augment the feats of gender mainstreaming, but the accessible statistics are trifling such that there is more work to be done so that will be a documentable guarantee of academic prowess for the boy-child. Thus, the dignity of boy-child and the level of involvement in education which is at stake ought to be recovered. Although the girl-child has been susceptible for many years, it is contradictory that the boy-child has suffered isolation or seclusion which translates as an extreme form of vulnerability. As earlier stated, the society has devised various types of affirmative action however it is equally glaring that such strategies tend to neglect the boy-child. This is the scenario which seems to generate a form of reverse prejudice whose impact is to undermine the purpose of attaining gender impartiality (Mwinzi, 2020, p.12). If this anomaly continues, society will empower the girl-child who will excel against all odds, whilst there will be an increase of the vulnerability of the boy-child since the two genders will not be accorded the identical pathways.

Conclusion and Recommendations

In conclusion, this article underlines that raising a child whether it is a boy or a girl is a long-term obligation and none should be exposed to fate. However, the status of the boy-child as referred in this article is alarming. This is because the boy-child has been abandoned to fate and left behind the exposure of cosmological tragedies since the time of Beijing. In the contrary, there is an over-protection of the girl-child and trivial protection of the boy-child. This is a form of ratifying an imbalance of the gender scale, and consequently, it is logical that shifting the focus on either boy-child or girl-child is a sufficient cause that actuality of gender equality is not a reality. It is notable that the boy-child is an imperiled genus and is sagging into education wastage and enlisting in militia activities. It is from the erstwhile discourse that the boy-child is exposed to culpability. Thus, the boy-child has no idea of what is expected and has no idea about responsibility which is defined by rational accountability (Mwinzi, 2021, p.100). The implication is that the boy child becomes a man and a father who is susceptible and erratic. It is necessary that sufficient care is given to the boy-child and consequently, that care is directed towards the future. The aim is to raise brave and responsible boys who will provide security for the families in future and advance to be responsible men of integrity (Avdibegoviü & Brkiü,

2020, p.339).

In the contemporary world where there is integral attention on the susceptibility of the girl-child and a plethora of the reflection protracted to the feminine gender, the boy-child is left out as the victim of circumstances. The boy-child is under siege, living in a turbulent social locale defined by a multitude of negative forces (Mwinzi, 2020, p.123). It is at this point where care and attention has been ticking while the vulnerability of the boy-child poses a colossal threat on the status quo. This explains why the boy-child is acceding to education wastage, substance abuse, and recruitment to militia. Thus, there is need to save and defend the susceptible boy-child from the adverse and destructive tendencies. A neglected boy-child is naturally misguided and confused such that the child chooses hate and violence which translates to education wastage and dedication to militia. Hence, the essence of this article is to emphasize reconsidering the infirmity of the boy-child in order to advocate for a paradigm shift which ratifies the importance of both genders and consequently endorses the necessity of realizing basic proficiency standards. It is therefore necessary that civil society organizations, governments, and the donor community have to alter priorities to involve both genders when developing any kind of intervention measures and strategies. Without trivializing the commitment that has caused terrific progress to the girl-child, most of the intervention measures have isolated the boy-child with resolute attention to the girl-child and this may translate to rearing of an impulsive future generation.

In order to salvage the boy-child, this treatise proposes that meaningful education requires realistic efforts of policymakers, development agencies, academicians, and the whole public. This includes thorough commitment to improve the educational experience of all the learners, with methods that engage and inspire those at the inferior end of academic prowess primarily the boy-child while being considerably effective (Mwinzi, 2024, p.358) for all the learners.

There is need for more research to address the issues daunting the stability of the male gender in academic feat at the global, regional and national levels. Such an inquiry ought to ruminate on a profound causes, thematic rudiments, and effective interventions to address the magnitude of education wastage among the boy-child (Mwinzi, 2024, p.361).

This draws attention to a necessity to initiate changes by accentuating the opportunities at multiple levels, from the community, education practice and policy in order to improve outcomes. A number of interventions are necessary to meet the needs of the boy-child including an increased attention to redress the disaffection deficiency and lack of academic engagement which leads to education wastage. It is notable that social institutions are protracting gender stereotypes, either explicitly or implicitly. In a similar vein, the milieu tends to contract the congenial dispositions of the boy-child. At the same time, the mass media tends to continue perpetuating a range of restrictive stereotypes that affect the boy-child.

This explains why this article accentuates on the necessity of an all-inclusive tactic which enhances a priority on the agendas and action whose impact on equal value and protection for both genders remains obligatory.

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