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Efficacy of Guidance and Counselling Programme in the Paramilitary Establishment among National Youth Service Trainees and Trainers in Gilgil Training College, Kenya

Enos Barasa Mukadi, Lydia Waiya
Department of Psychology, Counselling & Educational Foundations, Laikipia University, Kenya

Abstract

The National Youth Service (NYS) is a department in the Ministry of Public Service, Youth and Gender Affairs entrusted with the responsibility of offering vocational training to the youth. The Basic Paramilitary Training Programme exposes recruits to psycho-social problems hence the need for guidance and counselling services. Trainees and trainers' attitude of guidance and counselling programme determines its effectiveness in the paramilitary establishment. The purpose of this study was to determine the trainees and trainers' attitude on the effectiveness of guidance and counselling programme in the paramilitary establishment in Gilgil training college, Kenya. The study used the *ex post facto* research design. The target population was all NYS trainees and trainers. The college had a population of 242 paramilitary trainers and 2473 trainees. A sample of 24 paramilitary trainers and 252 trainees were selected through stratified and simple random sampling procedures. The required data were collected through questionnaires. The questionnaires were administered to the respondents after being pilot tested for reliability and yielded a reliability index of 0.83 for paramilitary trainers' questionnaire and 0.90 for trainees' questionnaire. The questionnaires were also subjected to scrutiny by the researchers to establish their validity. Descriptive statistics included percentages, means and frequencies which were used to analyse the data on trainees and trainers' attitude of the guidance and counselling programme. Inferential statistics included t-test and Pearson coefficient test used to test the hypotheses of the study. The posited hypotheses were tested at 0.05 alpha level of significance. The findings of the study revealed that the guidance and counselling programme was perceived positively by all NYS stakeholders. The study thus recommended that there was need to offer more appropriate training to officer counsellors and provide the necessary adequate resources for effective service delivery.

Keywords: Basic paramilitary training programme, guidance and counselling, National Youth Service, trainees, trainers

Introduction

According to United Nations Office on Drugs and Crime (UNODC, 2013), when high school graduates join colleges for the first time, they experience new forms of independence and freedom from direct adult and family supervision. The students are faced for the first time with the challenge of making crucial decisions by and for themselves. At the university, some students may face, intense academic pressures, forming new social groups, problems with keeping a balance of social engagements with academic and other life responsibilities. In addition, the students may be exposed to normative values that are valued by the youth culture that differ from parental values. Further, UNODC postulates that these perceived norms motivate the youth to indulge in unhealthy behaviours such as smoking and alcohol and drug use.

The growing number of social problems affecting the lives of African youths has been a great concern among the educators. This has led to a determined approach towards making their education systems play a much more active and positive role in promoting the growth and development of the young people entrusted to their care (Lomofsky & Lazarus, 2001). Beekman

(2008) as cited in Chiira (2014) points out that youth are the backbone to a sustainable development of a nation. As such, nations ought to invest greatly on the issues affecting the young people in areas of nation building. Further, institutions ought to be put in place to ensure the young people's needs are put into perspective. Inglehart and Welzel (2005) broadly highlight that the ever-growing complexity of society, coupled with social problems and the rapid development of science and technology, place heavy demands on education. The school, as an important social institution, is required to adapt quickly to changing patterns, and helping prepare young people for tomorrow's challenges (Marx, 2006 as cited in Chiira, 2014). The role of counselling in education set up provides a vital tool for the empowerment and liberation of the youth.

The Kenya National Youth Service (NYS) was implemented immediately after independence and every year, it takes in new recruits, who are to be trained in vocational skills. The servicemen/women undertake major projects that are part of the national development plan. Vocational training under the NYS is carried out at some 22 schools, institutes and training centres throughout the country. At least once a year, a new group of volunteers is admitted to the service. Before the NYS recruiting team goes out, the dates of recruitment are made public. A quota of vacancies is allocated to each province in proportion to its population. Those to be recruited should be without dependants and an age of 18 to 26 years is preferred. Complete physical fitness is essential and each would-be recruit must undergo a thorough medical examination. A good educational background is an advantage. All recruits sign a two-years contract period which can be extended to three or four years if more time is needed in order to complete some particular form of training. They receive free board, lodging and uniforms and are given a monthly allowance, of which some is retained for them in a compulsory saving account until they are ready to leave the service (Omondi, 2005).

Basic training is carried out at the Gilgil training college. The recruits are taught the aims and methods of the service and are given the various skills such as camp craft and first aid that they will need when serving in remote units and projects in the country. Basic training is intended to instil discipline and to accustom the recruits to working together as an efficient and orderly team. Rigorous cleanliness of body, uniform and kit is demanded and there is a good deal of parade-ground drill and physical exercise. Basic training is designed to be tough. The recruits who are merely motivated by the hope of finding an easy way to getting a job are likely to have a shock during the first week and may possibly run away. Provided they do not take any kit with them, the service will not attempt to bring them back, since it considers it is better off without such people (Oud, 1987).

The end of each basic training period is marked by a major ceremonial parade in the distinguished presence of the Vice President. A small percentage of the servicemen and women leave the NYS either to look for jobs or to join the army, the police or prisons departments, where they are expected to get further training. A few go to teacher training colleges or medical training college. The majority, however, opt for vocational training within the service (Omondi, 2005). In assigning a serviceman or woman to a course, the NYS considers his or her record of conduct and work, the result of an aptitude test and the person's own ambitions. An information film on training opportunities within the NYS help servicemen and women to determine their preference. Most of the courses prepare them for Government Trade Test grade II and grade III. In addition to the formal courses, various units involve on the job training programmes that cover the same subject matter, but rely more on practical teaching methods, putting less emphasis on theory. On the job training programmes prepare the youth for the Trade Test grade III in a variety of building, mechanical and auto motive trades (Oud, 1987).

The Governance, Justice, Law, and Order Sector (GJLOS) Reform Update (Njuguna, 2005) revealed that about 20,000 children and youth live or work in the streets of Nairobi alone. They regard the street as their home; they fend for their survival with high risk of exploitation, drug abuse, HIV infections and other diseases. They are in a state of hopelessness and are causing insecurity and concern to people walking on the streets. Omondi (2005) reported that in order to arrest this situation, the Government of Kenya decided in early 2003 to rehabilitate street children and families. National Youth Service was to carry out this task.

The first batch of 300 street youths were enlisted in April 2003 and introduced to the first phase of a basic training programme to transform them to be obedient team players with good conduct. The department designed a training programme for the street youths whose objective was to produce disciplined, skilled and self-reliant youths through the aforementioned training, which was done through three phases. These phases included; basic training that lasted six months, serving the Kenyan nation which took between six to eighteen months, and the final stage which was vocational training that involved skills development and capacity building of the youth in various technical trades such as artisans and craft courses (Omondi, 2005).

There must be a basis for discipline if a large body of men and women are to live together peacefully and work efficiently since the people concerned are young adults. A school type of discipline is felt to be inappropriate. Instead, the service has adopted a similar system to that of the uniformed forces. National Youth Service does not form part of the army nor does it carry arms. It has only a symbolic ‘weapon’ in the name of a spade (Omondi, 2005). Kenyan National Youth Service headquarters in Nairobi controls all the units and subunits throughout Kenya. Commandants control units while the sub-units and projects are headed by senior training officers (Njuguna, 2005).

Gebreslassie et al. (2013) postulated that young adults of college age are faced with developmental transitional challenges. The challenges include; adjusting to academic life, developing academic skills, and planning a career as well as struggling with personal identity, developing social relationships, learning to live with roommates, and forming intimate, romantic partnerships. This may result to use of psychoactive substances. Gebreslassie et al. (2013) revealed that psychoactive substance use has become an urgent problem also among undergraduate university students. This calls for the NYS to monitor and teach their trainees with special focus on the health risks and social economic problems and efficacy of guidance and counselling.

Results and Discussion

In line with the study objective, the study sought to determine the trainees and trainers’ attitude on the efficacy of guidance and counselling programme in the paramilitary establishment in training college, Kenya. In order to achieve this objective, the following null hypothesis was stated:

H_{01} There is no statistically significant difference of trainees and trainers’ attitude on the efficacy of guidance and counselling programme in the paramilitary establishment in Gilgil training college, Kenya.

A Pearson product moment correlation coefficient test analysis was carried out to establish whether there was a significant relationship between trainees and trainers’ attitude of the efficacy of guidance and counselling programme and paramilitary training programme on service men’s and women’s behaviour change.

Table 1 indicates that there was a strong positive and statistically significant difference between guidance and counselling programme and paramilitary training programme on trainees and trainers’ behaviour change.

Table 1: Pearson Product Moment Correlation on Trainees and Trainers' Attitude Difference between Paramilitary Training Programme and Guidance and Counselling Programme on Trainees and Trainers Behaviour Change

Variable	Statistics	Paramilitary Training Programme	Guidance ai Counselling Programme
Paramilitary Training Programme	Pear Correlation	1	0.998^{xx}
	Sig (2-tailed)		
	N	25	25
Guidance and Counselling Programme	Pear Correlation	0.998^{xx}	1
	Sig (2-tailed)	.000	1
	N	25	25

^{xx} Correlation is significant at 0.01 level (2- tailed)

Table 1 shows that there was a strong positive and significant correlation between paramilitary training programme and guidance and counselling programme on trainees and trainers' behaviour change (r= .998, P<0.01). Since P<0.01, the null hypothesis was rejected to conclude that there was statistically significant correlation between paramilitary training programme and guidance and counselling programme on behaviour change of trainees and trainers in paramilitary establishment. Both paramilitary training programme and guidance and counselling programme were found to be significant in instilling behaviour change. Sadker and Sadker (2000) noted that colleges can only do this through an established guidance and counselling programme, with a broad and comprehensive curriculum that can assist students to adjust to their family situations. Students also experience crisis in their lives like death of parents, teacher or fellow students, relationship problems and inability to adopt to paramilitary training. Thus, there is need to establish a recovery plan through an effective guidance and counselling programme that will provide social, psychological and emotional support to the victims.

A t-test analysis test was carried out on whether there was no statistically significant relationship between trainees and trainer's attitude of the efficacy of guidance and counselling programme and paramilitary training programme on service men's and women's behaviour change (see table 2).

Table 2: Attitude Difference on Paramilitary Training Programme and Guidance and Counselling Programme

Variable	N	Mean	SD	t-value	Sig
Paramilitary Training Programme	25	25.84	61.96	0.952	.351
Guidance and Counselling Programme	25	25.04	60.09		

** P > 0.05

An examination of the results in Table 2 indicates that some mean attitude difference existed on paramilitary training programme and guidance and counselling programme. The mean attitude for the paramilitary training programme was 25.84, while the mean attitude for guidance and

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counselling programme was 25.04. This implies that paramilitary officers preferred paramilitary training programme than guidance and counselling programme on service trainees and trainers' behaviour change. The obtained *t*-value (t= 0.952, $P > 0.05$) is indicative of statistically significant difference on service significant relationship between trainees and trainers' attitude of the efficacy of guidance and counselling programme and paramilitary training programme on service trainees and trainers' behaviour change attitude on paramilitary training programme and guidance and counselling programme.

The null hypothesis was rejected implying that there was a statistically significant trainees and trainers' attitude difference on the effectiveness on guidance and counselling programme, and paramilitary training programme of service trainees and trainers' behaviour change. The paramilitary officers preferred paramilitary training more than guidance and counselling services in service trainees and trainers' behaviour change in the paramilitary establishment. Levi (2002) noted that in the present situation, the youths are deprived of this essential guidance and counselling service, yet it should form part of treatment service for them. For example, the basically negative attitude of paramilitary officers needs to be worked on in order to become more positive, since it has been stated that attitude have great influence on behaviours (Levi, 2002).

National Youth Service Trainees and Trainers' Attitude of the Guidance and Counselling Service on Corporal Punishment on Behaviour Change

The study sought to determine trainees and trainers' attitude of the guidance and counselling service on corporal punishment on behaviour change. The descriptive analysis involved getting percentage response scores for each as shown in table 3.

Table 3: Selected Factors Influencing Trainees and Trainers' Attitude of the Guidance and Counselling Service on Corporal Punishment on Behaviour Change

	STATEMENT	SA/A	NS	D/SD
1	Remanding the culprit in the college cell	(19) 79.2%	(1)4.2%	(4)16.6%
2	Culprits given extra duties e.g., Night guard	(19)75%	(1)4.2%	(5)21.9%
3	Corporal punishment e.g., Canning, slapping, kicking	(7)29%	2%	(21)70.9%
4	Guidance and counselling the recruits and servicemen/ women culprits	(20) 83.3%	0%	(4)16.7%
5	Peer counselling	(12)58.3%	3%	(10)41.5%

Remanding Culprit in College Cells

Regarding the statement which inquired whether remanding the trainees would assist in behaviour change, about 79.2 percent of the 24 paramilitary trainers generally agreed with the statement while 16.6 percent disagreed and 4.2 percent were not sure. This implied that remanding the culprits in the college made them change their behaviour. The Wangai Report (GOK, 2001) of the task force on Student Discipline and Unrest in Secondary Schools also emphasized on the role of guidance and counselling in trying to alleviate indiscipline in secondary schools which hampers academic performance.

Extra Duties for Culprits

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The response by the NYS trainees to the statement that was meant to determine whether extra duties like night guard for trainees would make their behaviour improve was that; 75 percent generally agreed while 21.9 percent disagreed and 4.2 percent were not sure. This implies that extra duties like night guard had an impact on trainers' behaviour change. A study by Golonka et al. (2017) used natural leaders as the agents of change and found significant levels of success between the control and experiment groups. Consequently, it argued that success in peer leadership will only be achieved when the natural leaders are selected because they appeal to the other members of their groups, which encourages them to follow in these leaders' footsteps.

Nansel et al. (2001) quasi-experiment also found a significant reduction in the levels of indiscipline among the trainees as a result of peer leadership programmes even though it was conducted in boys' and girls' secondary schools. In this case, the peer leaders were used to educate the other members of their groups.

Corporal Punishment

On whether corporal punishment would help on the behaviour change of trainees, 24 paramilitary trainers gave their opinions. Those who generally agreed with the statement were 29.2 percent and 70.9 percent disagreed with the statement. This implies that corporal punishment like slapping, canning and kicking were not effective to be used in behaviour change of the NYS trainees. The effectiveness of life skill programmes in relation to curbing high risk behaviours was the focus of the study by Chhadva and Kacker (2013).

Questionnaires were given to 400 students that were randomly selected and assigned to control group (200) and life skill group (200). The data collected was analysed and a number of conclusions were drawn. For instance, the study demonstrated that life skill education is important to help adolescents effectively deal with the challenges of life. The study also found that there was statistically significant reduction in cigarette smoking among teenagers who participated in the life skill training programme.

Participation rights do not simply extend to the pedagogic relationships in the classroom but also in the guidance and counselling and the development plans. The United Nations Convention on the Rights of the Child (UNCRC) committee has frequently recommended that governments take steps to encourage greater participation by children in schools (Sakurai, 2010) . Children can also play an important role in advocating for the realization of their rights by engaging adults in meetings where matters that are of concern to the children are discussed.

The Role of Guidance and Counselling on Behaviour Change

Respondents who were paramilitary trainers who were chosen for the study were required to give their opinions on whether guidance and counselling programme assisted behaviour change of the trainees. Out of 24 respondents who were paramilitary trainers, 83.3 percent completely agreed while 16.7 percent disagreed with the statement. This implies that guidance and counselling programme assists in behaviour change of the trainees. A report by United Nation International Children Emergency Funds (UNICEF, 2012) stated that the Convention on Right of the child demands that all children are protected from all forms of violence and indignity. However, frequent and severe violence, including emotional abuse and humiliation in school, remains widespread in countries throughout the world (Lindsay, 2010).

Paramilitary trainees continue to be exposed to violence during paramilitary training. The UNCRC Committee on the Rights of the Children has consistently argued that such punishments constitute a violation of the rights of the child and denial of children's integrity. Physical and other forms of humiliating and abusive treatment are not only a violation of the child's right to protection from violence, but also highly counterproductive to learning. Furthermore, it diminishes self-esteem and promotes the message that violence is acceptable.

Peer Counselling Programme

On whether peer counselling assists trainees' behaviour change, 24 paramilitary trainers were requested to give their opinions. Those who generally agreed were 58.3 percent while 41.6 percent disagreed with the statement. This implies that peer counselling assists in behaviour change of the trainees. In peer counselling; peer models are used to help students cope with personal problems and develop healthy attitudes and behaviour in all spheres of life. Peer counselling includes counselling *perse*; referral, tutorial, providing information about drugs, sex, and venereal diseases, community social problems like FGM, and assisting all the guidance and counselling functions of school (Reyes, 2015).

Lutomia and Sikolia (2002) revealed that peer counselling involves handling individuals who could be of the same age or status. They have the same feeling and can truly confide in each other. In schools or learning institutions, peer or group counselling can be carried out on class basis, club basis, house-dormitory or hostel arrangements, and religious movement such as C.U. (Christian Union) and YCS (Young Christian Society); thus, a peer group deals with people who have a lot of influence on each other. According to Kochlar (1994), peer counselling refers to counselling that is carried out among equals. In a school setting, it may be counselling between age mates, classmates, or friends. It focuses on someone (counsellor) from whom one student/client can seek help from when faced with a problem.

Conclusions and Recommendations

There was a statistically significant NYS trainees and trainers' attitude difference between the effectiveness on guidance and counselling programme and paramilitary training programme of service trainees and trainers' behaviour change. During paramilitary training, trainees were exposed to courses such as firefighting, National Youth Service Act and first aid, with little infusion of guidance and counselling activities, and services such as career guidance. Paramilitary trainers put more emphasis on paramilitary training on behaviour change at the expense of guidance and counselling services.

The National Youth Service at Gilgil College lacked professionally qualified counsellors, although guidance and counselling services were offered by two paramilitary officer counsellors who had a certificate in guidance and counselling. Both paramilitary trainees and trainers had a positive attitude of guidance and counselling programme in NYS College. Most paramilitary trainers, however, had low level of education, with no guidance and counselling training skills and knowledge and this made them unable to offer guidance and counselling services to the servicemen/women. Paramilitary trainers were in great need of guidance and counselling services to enable them adapt to better paramilitary training. Paramilitary trainers greatly influenced trainees' attitude on the guidance and counselling programme. This is because they were not trained in the field of guidance and counselling and only relied on corporal punishment for behaviour modification among NYS trainees. During paramilitary training, the paramilitary trainers only relied on giving advice and corporal punishment to trainees.

National Youth Service should review the paramilitary training programme by increasing guidance and counselling services and activities in the paramilitary training curriculum. This should be done through allocating guidance and counselling programme more time during paramilitary training. Additionally, the Ministry of Youth Affairs should introduce in-service training in guidance and counselling for all NYS paramilitary trainers who do not have basic skills training in guidance and counselling programme. Further, Guidance and counselling programme should be integrated in the instructional paramilitary training activities of the NYS College. It would be best to deploy full-time college counsellors, who meet the qualifications in professional counselling.

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Efficacy of e-attendance Register in Addressing Truancy among Students in Secondary Schools in Kibaba District in Pwani Region, Tanzania

Hamis Said, Mustafa H. Mohsini, Ally R. Hamis
Department of Information Systems and Technology, The University of Dodoma, Tanzania

Abstract
Being outside class during class hours is a developing behaviour among secondary school students in Tanzania. In town schools, the truant students are mostly found at bus stations and business centres while their parents know that they are in class. Truant students are reported to engage in illicit drug use, risk sexual practice, alcohol drinking, and marijuana smoking. In addition, truancy in secondary education is an indicator for poor academic performance, school dropout and also finally leads to one being an employee who fails to effectively utilize working hours in their offices when employed. Many studies have been done to find out the cause, impact, and solution to the problem; however, evidently, the problem still exists. To the best of our knowledge, none of these studies has involved technology in solving this kind of social challenge aimed at helping truant students return to class. This study, therefore, attempted to find a technological solution to the problem by developing an online student attendance (e-attendance) that could give awareness to parents about the presence or absence of their children in class as soon as a teacher completes recording attendance during a class session. The study adopted the technology acceptance model in system development. Data was collected from 503 parents, 368 teachers, and 18 ward educational officers in Kibaha district of Tanzania in both rural and urban areas. Piloting was done twice to assess the clarity and determine the reliability of the instruments and the usability of the system. Data was analysed using Statistical Package for Social Sciences (SPSS) version 11.5 and presented quantitatively as percentages, frequencies, and bar charts. The findings show that lack of common communication tools and delay of attendance information from the school to parents and educational staff is the major cause of truancy in secondary schools. Accordingly, the study introduces an e-attendance system that can be used as a common tool for communication in secondary schools in Tanzania to eliminate the truancy problem in schools.

Keywords: Class session, communication tool, e-attendance, information technology, truancy

Introduction

Absenteeism for registered students in secondary schools may occur in three forms; truancy, condoned and school refusal (Cook & Ezenne, 2010). Truancy is the entire absence from school by being away the whole day, skipping a session, or arriving late and leaving early without prior information to the teacher (Komakech & Osuu, 2014). The truant leaves home under the trick of going to school but turns away and engages in out-of-school activities. According to Mauro and Machell (2019), truant students tend to spend time away from school and home without the knowledge of parents and teachers. Truancy may be caused by peer pressure, fear of school or home punishment, walking long distances, and using more than one public bus to reach school. It can be prevented by improving communication systems between parents, school administration, and policymakers/supervisors (Komakech & Osuu, 2014).

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School refusal occurs when students decline to attend school and become truants and stay at home with the knowledge of their parents and school administrators (Cook & Ezenne, 2010). School refusal is caused by psychological problems leading to academic failures such as failing more than one subject, having an F-grade average, and school policies influencing grade retention, suspension, punishment, and expulsion, prompting dislike or disinterest for school. It is prevented by making familiarity with the truants, and proper guidance and counselling from teachers and parents. School withdrawal happens when children are absent from school because their parents keep them away from school (Komakech & Osuu, 2014). It is caused by a parent's decision based on either gender priorities or family responsibilities but can be prevented by proper education policies and legislation, and strong administrative guidelines (Maynard et al., 2013). It is important to identify the different dimensions of absenteeism in dealing with the problem because they may require different interventions. Therefore, this study focused on tackling the truancy problem among secondary school students in Pwani, Tanzania.

Truancy may cause two major disasters in education programmes; namely, school dropouts and illiteracy (Said et al., 2021). Likewise, the consequences of truancy can extend beyond an individual's lifetime, leading to one being an employee who fails to effectively utilize working hours in their offices. Thus, a lifespan developmental perspective is needed to understand the backgrounds and consequences of truancy and to decrease its incidence through intervention (Mauro & Machell, 2019). In East Africa, significant efforts to expand access, equity, and quality of both primary and secondary education have been successful in increasing enrolment rates to about 90 percent. However, the actual literacy and numeracy outcomes in the region remain insignificant since high illiteracy rates of 70.2 percent (Ethiopia), 26.8 percent (Uganda), 27.1 percent (Tanzania), and 12.3 percent (Kenya) have been reported (Ngussa, 2015).

In Tanzania, truancy is a big problem that culminates into high rates of absenteeism, low academic performance, and high dropout rates in many regions. According to the United Republic of Tanzania (URT) (2018), truancy levels in Tanzanian primary schools were 64789 (39%) and 82588 (49%) in 2013 and 2015 respectively, and 16530 (48%) and 21257 (52%) for secondary schools in the same years. According to a recent study by URT (2016), truancy was the major reason for the high rates of secondary school dropout among form two students in Tanzania. Many studies have evaluated the causes, impacts, and solutions to the truancy problem; however, the problem still exists. To the best of our knowledge, no study has involved technology in solving this social challenge. This perspective motivated the present study to attempt to find a technological solution to the problem by developing an online students' attendance (e-attendance) that can alert parents of the presence or absence of their children in class as soon as a teacher completes recording attendance during a class session.

The Problem of Truancy in Schools

In the Tanzanian context, reducing student absenteeism is a priority to enable access, equity, and quality of education in the country. Since independence, students regularly attend school and classes (Sumra & Katabaro, 2014). One of the Sustainable Development Goals (SDGs) which Tanzania is committed to, is ensuring that by 2030, all youths achieve literacy and numeracy skills in all African continents. The world education agenda addressed the six goals during the World Conference on Education for All. According to the United Nations Children's Fund (UNICEF) (2018), such goals include; expansion of early childhood care, expansion of provisions of basic education and training, and universal access to, and completion of, primary and secondary education. This is to ensure that there is no segregation in the provision of compulsory education in the whole world.

To ensure students attend school regularly, the government through the ministry of education, science and technology in Tanzania introduced a school attendance book, class journal, recording the number of student absenteeism by a teacher during a class session in every schooling day. In addition, the government provides free education to all children from pre-primary to ordinary secondary school. Despite these records and monitoring procedures, students continue to play truant almost every school day. For example, in 2016, truancy among form two students in secondary schools in Tanzania was 89.0 percent (URT, 2016). The observations and experiences stated stimulated further thinking on innovative measures regarding truancy.

Tanzania had made a lot of effort in minimizing truancy, for instance, increasing the equity, access, and quality of education in the country and expanding community participation in education According to the Ministry of Education and Vocational Training (MoEVT) (2010), the 2014 Education and Training Policy of Tanzania expanded compulsory basic education from pre-primary to form four. In addition, the introduction of free basic education in 2016 and increased government education budget in 2017/2018 were also aimed at reducing truancy in schools (UNICEF, 2018). Despite these efforts aimed at curbing truancy in schools, the problem persists. To date, none or limited studies have focused on solving the truancy problem using information technology (IT). Therefore, the present study harnessed the role of IT by developing online students' attendance (electronic attendance). The electronic attendance is recorded by a teacher using an electronic device such as a smartphone during a class session and then a notification message is sent to parents whose children are absent from school or dodge classes while in school on a particular day and time. The message is passed to student parents via mobile phone located anywhere in or out of the nation provided it is registered into the system. The system database is connected to a telecommunication network database to allow messages sent from school to be delivered to parents' phones.

From the problem stated, the purpose of this study was to investigate the efficacy of an online attendance register as perceived by the educational stakeholders in Kibaha District in Pwani Region, Tanzania. Specifically, the study sought to; investigate the traditional class attendance systems used in secondary schools in Kibaha District in Pwani Region, Tanzania; identify the existing communication systems used by educational staff toward student' attendance in secondary schools in Kibaha District in Pwani Region, Tanzania; and evaluate an online students' attendance system using a pilot study in secondary schools in Kibaha District in Pwani Region, Tanzania.

Undertaking this study is significant in the sense that its objectives are in line with the Southern African Development Community (SADC) and the East African Community (EAC) vision 2050 on education, which emphasizes mastering literacy and numeracy skills and increasing completion rate for pupils in primary and secondary education including in science and technology. This vision can be achieved if students attend school and classroom regularly (EAC, 2015; SADC, 2020). This study would thus be useful to pupils, parents, teachers, and the nation in many ways. First, it would be beneficial to the nation who would achieve its aims and objectives of education to its citizens in transmitting moral and social values, cultural identity and self-esteem, good citizenship, and desirable work ethics (MoEVT, 2007). The study should also increase the literacy rates and numeracy skills among pupils in secondary schools in the Pwani region, which is vital for the realization of the national literacy goals of the Tanzanian government. Finally, the study should lead to improving information access to educational staff such as parents, schools, and educational authorities necessary for truancy eradication in secondary schools (Shah, 2014).

Literature Review

Truancy and Factors for Truancy

The term truancy reflects student behaviour on school attendance. It occurs when either a student is absent from school without the knowledge of the parent/guardian or a student leaves school or a class without permission from the teacher or administrator (Cook & Ezenne, 2010). Literature on truancy publicized four core factors influencing truancy behaviour by students in secondary schools. Those factors identified include; socio-economic status of parents, geographical location of the school to students' residence, students' interest in school, and school administration (Mgonja, 2016). The socio-economic status of parents are considered among the dominant factors that contribute to truancy for many students in various schools (Ishak & Low, 2013).

Impaired families contribute much to the truancy behaviour of students. Impaired families are caused by the death of parents and divorce or separation (Cook & Ezenne, 2010; Dohho, 2015). Some children belonging to the impaired home may suffer economically, but it depends on the kindness of other families around him/her. Other researchers noted that most truancy occurs in students from economically disadvantaged homes (Dohho, 2015). Children from such homes receive little attention from their teachers who have an interest in students who appear smart and clean and perhaps known to be economically privileged (Komakech & Osuu, 2014). Students from underprivileged homes also hardly get academic help and guidance from their teachers. Usually, poor children look dirty and unattractive and tend to be truant (Dohho, 2015).

Walking long distances or using more than one public bus to school can lead to late arrivals in school or total absenteeism. Although this may apply to both rural and town schools, walking long distances particularly affect students in rural schools while the use of public transport affects town schools. When students become sick or when it is raining, their school attendance becomes irregular. Peer groups can also influence school attendance (Kumburu, 2011). School environments where students feel that teachers do not care about them (Smink & Reimer, 2005), for example, when teachers themselves practice absenteeism, normally discourages students from attending school. Teachers' failure to teach their lessons as directed in the school schedule can also make students lose interest in school.

From the literature reviewed, it was observed that three components need to collaborate to ensure students attend school regularly. These three components are; the school team, parents and the community, and policymakers. The school team includes all teachers and their structure of administration in a particular school. Parents and the community should cooperate, understand school routines and identify students by their school uniforms to separate them from other citizens in the community. Policymakers are educational officers ranging from street chairpersons to the ministry level, school supervisors, and action takers. Therefore, the study emphasizes collaborative measures to the truancy problem by developing an e-classroom attendance system that integrates cooperative work of teachers, parents, and educational officers to produce good coordination in supervising students.

The Application of Technology in Truancy

The sophisticated approaches on truancy seek to prevent the trait rather than wait for truancy to occur and then punish thereafter. Developed countries such as the United States of America have adopted technologies in truancy prevention in their schools. They have introduced cell phones to connect students with mentors, and the devices are equipped with GPS technology that aids to identify the location of the student. Although developed countries are already harnessing technology in solving the truancy problem, the use of GPS and phone calls is still expensive for developing countries like Tanzania. According to the Tanzania Communications Regulatory Authority (TCRA) (2018), the experience of clients on social media like Twitter, Facebook, and WhatsApp reveals that people are more aware of text messages rather than calls.

The implementation of electronic attendance in secondary schools in Tanzania is possible because both teachers and parents have already been using their mobile phones for other activities like chatting, mobile banking, mobile money transactions (e.g., TIGO-PESA, M-PESA, and AIRTEL MONEY) (Mahenge & Sanga, 2016). Mobile telephony subscriptions in

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Tanzania increased from 39,808,419 SIM cards in December 2015 to 42,961,449 in September 2018 (TCRA, 2018). Therefore, this study introduces online students' attendance which enables text communication between school, parents, and administrators. The platform is designed to send automatic text notifications to a parent's mobile phone whose child is absent from school or avoids going to class while in school on a particular day and time. Additionally, educational officers also receive daily reports upon student attendance in a particular school or all schools in a particular area.

Technology Acceptance Model Theory

User acceptance of technology has been an important matter to be considered for developers in all parts of the world (Chuttur, 2009). Thus, the e-class attendance system was developed by adopting Technology Acceptance Model (TAM) which was introduced by Fred Devis in 1985. The model shows how users come to accept and use a new system instead of their usual experience (Chuttur, 2009). The study was conducted as a result of an increasing failure of systems adoption in the 1970s. The three components of TAM; perceived usefulness (PU), ease of use (EoU), and attitude towards usage (ATU) (Mugo et al., 2017) guided the developers of this work. Perceived usefulness is the degree to which a user believes that using a particular system would enhance their job performance. Ease of use is the measure to which a user believes that using a particular technology would require little effort to adopt them, save time as usual experience and is free from harm. Attitude towards usage is the degree to which consumers perceive a technology as better than its substitutes (Mugo et al., 2017).

An e-class attendance system is very useful at this time where there is chronic truancy in various parts of the globe despite the huge investments in the education sector. The system is accessible to every intended user at a time, regardless of their knowledge, personal abilities, and technical characteristics of the equipment used to access the system. The developers of this work learned the technological literacy of the users, computer devices familiar with them, and captured their necessities in technology to increase working performance. Hence 90 percent of e-class attendance system is about a single click option, using simple and inexpensive computer devices like mobile phone. This means that there is no need to have a degree of computer literacy to use the system.

Research Methodology

The research design adopted for this study was the ethnographic research design which is a qualitative approach which allowed the researchers to get first-hand information about what people say and do about truancy, and also talk about measures to mitigate the problem. This study used the mixed methods of data collection because it aimed to utilize the strengths of both methodologies (qualitative and quantitative) in finding deep insight on the method used in managing student attendance and how they communicate in supervising students in attending regularly to school.

Survey techniques were used to extract information from sampled parents, teachers, and education staff. A simple random sampling technique was used to select 503 parents and 368 teachers while the purposive technique was used to obtain 18 ward educational officers in Kibaha district in both rural and urban councils. The questionnaire used was developed by the researchers based on educational theory and literature review. Piloting was done twice; the first time was to assess the clarity of the instruments and also determine their reliability. All items of the questionnaire which were found to be inadequate were modified. The second time piloting was done for the usability of the system. Data was analysed using Statistical Package for Social Sciences (SPSS) version 11.5 computer program and was presented quantitatively using descriptive statistics like percentages, frequency, and bar charts.

System Development and Integration

The system development life cycle (SDLC) is a process of developing an information system or developing models that one can use to develop the information system. The SDLC aims to develop a quality system that matches the customer requirements, in terms of time, cost, effectiveness, and efficiency. The SDLC provides a set of phases and activities for system development. The process of SDLC starts from problem identification. After identification, next step is to analyse the problem on whether it exists or not. Once the analysis part is over, the system analyst has to go through a feasibility study. Once the system is ready, various testing techniques are applied to check the accuracy.

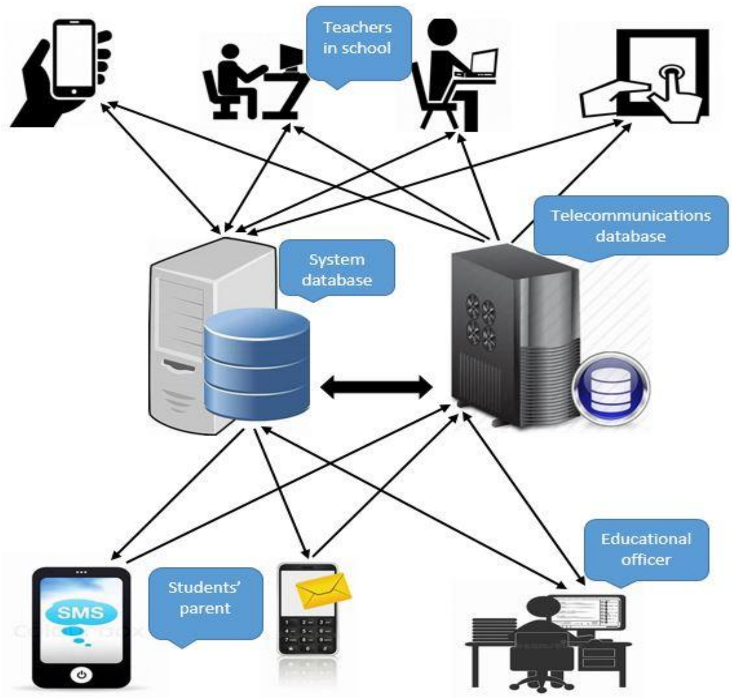

Fig. 1: System Design Architecture
Source: Researcher's construction

This system was developed by aligning the three components of the TAM idea. In this study, teachers were taken as the first targeted user of the system. The system allows the teacher to use any internet device such as a smartphone or an iPad to take student attendance during their class hours and save it. The database of this system stores student information. This system has been integrated with the telecommunication network as shown in figure 1 through the use of an application programming interface (API) configuration. An API is a set of commands, routines, functions, tools, and protocols that programmers can use when building software applications for a specific operating system. APIs allow programmers to use predefined functions to interact with the other operating system. The integration of two databases allows users of the system to communicate by sending a message from the web to a mobile phone. Teachers as the primary users of the system can use any internet electronic device to communicate with the system database. The electronic school attendance is made up of two databases; the system, and the telecommunications network database. Parents and educational officers are also the intended users of the system.

Findings and Discussions

The Traditional Class Attendance System Used in Secondary Schools

The researchers wanted to know the method(s) the schools were using to identify students who missed school on a particular school day. The results are presented in figure 2. The study showed that out of 342 teachers, 174 (50.9%) teachers identify school absentees by taking attendance of a particular school day, 86 (25.1%) through parents' requests, 52 (15.2%) informed by the head of school, and 30 (8.8%) by direct requested permission from the individual student.

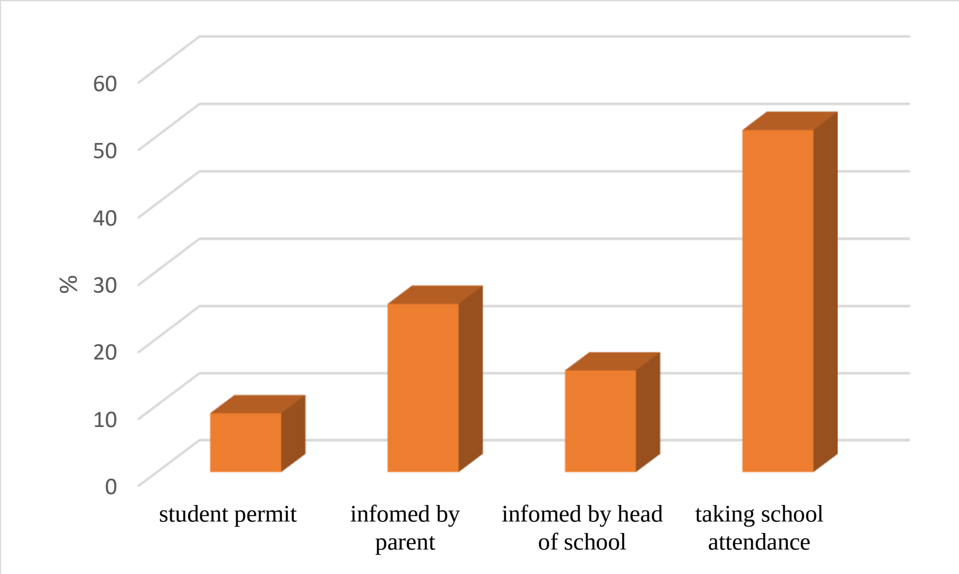

Fig 2: Methods used to Identify Student Attendee to School

In addition, the researchers sought to know the method(s) used to keep student attendance data. The results showed that out of 339 teachers, 265 (78.2%) teachers kept student attendees data in the school attendance book of a class, 40 (11.9%) kept it in a special book, 26 (7.6%) kept it in a flat file database, and 8 (2.3%) kept it in the school database management system. These responses are presented in figure 3.

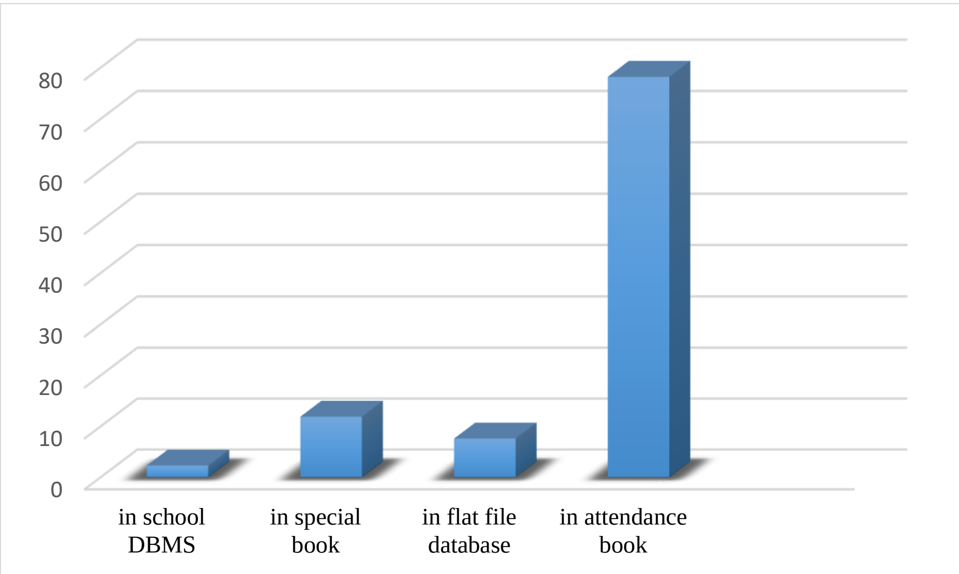

Fig. 3: Methods of Recording Student's Attendee Data in School

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Furthermore, the researchers were interested in knowing the methods the teachers used to identify absentees during the classroom session. The results showed that out of 342 subject teachers/tutors, 157 (45.9%) identify absentees by taking session attendance, 103 (30.1%) by receiving information from the class teachers, 45 (13.2%) informed by student's parents, and 37 (10.8%) through the permit the student was granted. These results are shown in figure 4.

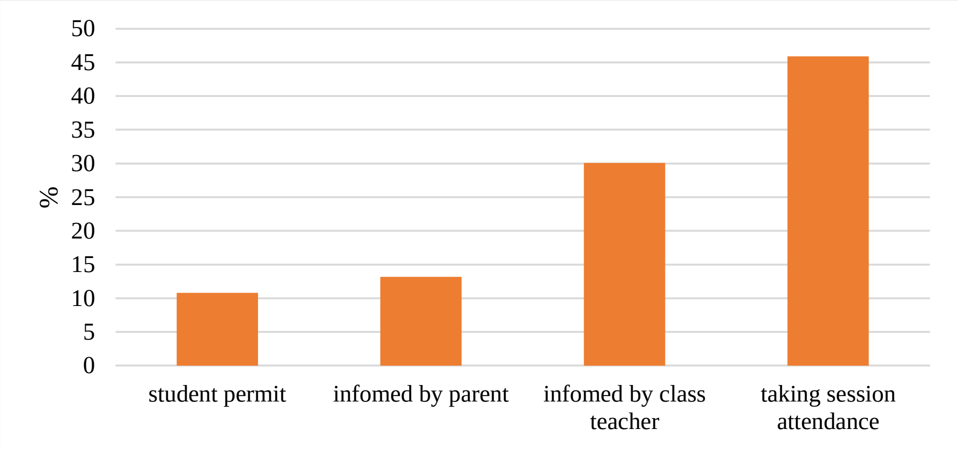

Fig. 4: Methods used by Tutors to Identify Student Absentee's Classroom Session

Additionally, the researchers asked teachers how they kept records of the students who attend classroom sessions in a particular subject. The results indicate that out of 334 teachers, 197 (58.9%) teachers kept records individually, 68 (20.4%) kept them in an academic office, 51 (15.3%) kept them in a prepared attendance book, 18 (5.4%) are kept by the class teacher and none kept the records in the school database. The researchers were able to access the school attendance book but did not observe any document from teachers, where records of students who attended classroom sessions subject-wise were kept. This weakness has also been observed in form four national examination results report in which only the total number of failures was shown but the percentage of classroom attendance was not shown (Magoma, 2017; Nghambi, 2014). Therefore, this leads to the conclusion that there is no proper and common way of recording classroom session attendance in secondary schools from a sampled school. The results just discussed are presented in figure 5.

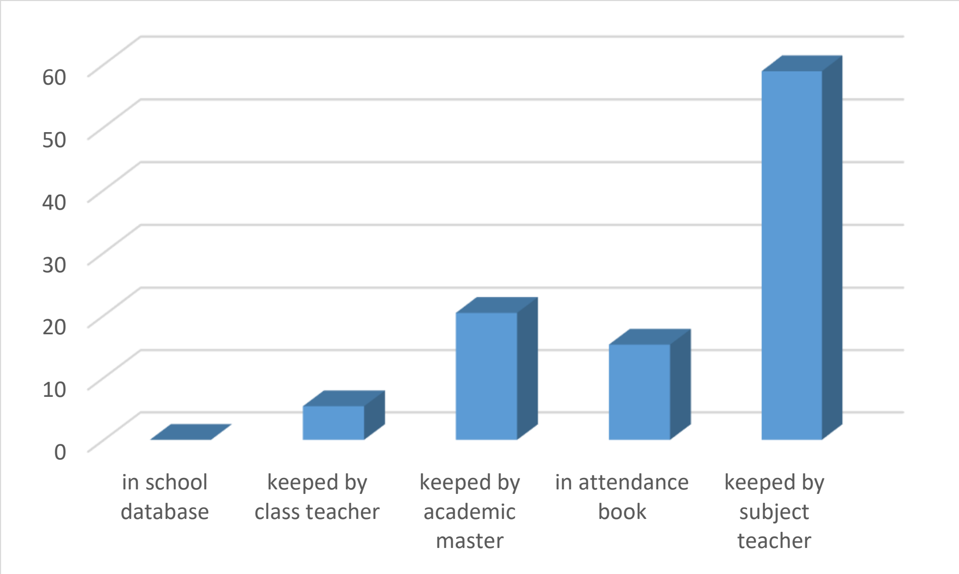

Fig. 5: Methods of Keeping Classroom Session Attendee Records

Communication Tools used by Schools Concerning Student' Class Attendance

The present study also investigated the existing communication tool used by educational staff toward students' school attendance. The results concerning communication by schools to parents are presented in figure 6.

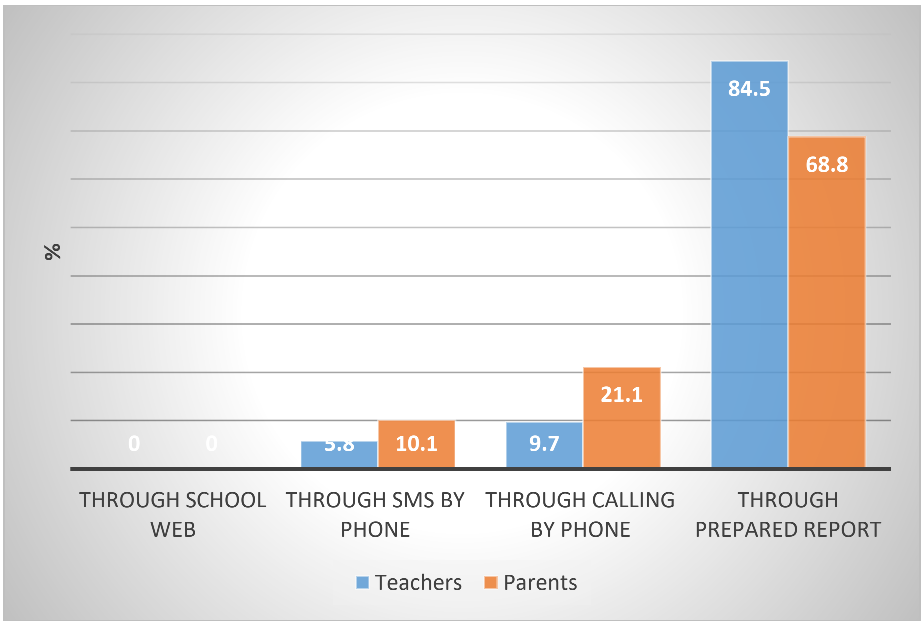

Fig. 6: Communication Tool used by Schools to Communicate with Parents

The findings showed that 289 (84.5%) out of 342 teachers use reports, 33 (9.6%) teachers use phone calls, 20 (5.8%) teachers use phone SMS and none of them used the school web for communication. Therefore, the study concluded that the main communication media used by schools (teachers) to communicate with students' parents are prepared reports. Similar results were obtained from the parents concerning the modes of communication by schools concerning students' class/school attendance.

The researchers also investigated the methods of communication by schools with educational officers with regard to student attendance. To achieve this objective, the researcher prepared a questionnaire and administered it to ward educational officers. The results are presented in figure7. The findings showed that 10 (55.5%) of 18 educational officers communicate with schools through school reports, 5 (27.8%) through emails, 3 (16.7) when visiting schools and none of them did their communication through the school web. The study thus confirmed that the report prepared by the head of school is the main communication tool used by the school to communicate with educational officers.

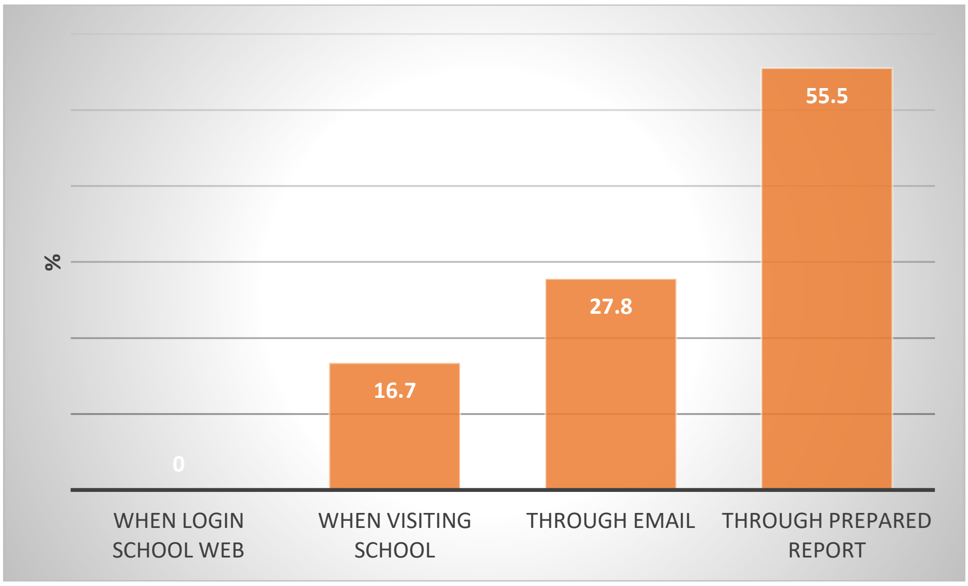

Fig. 7: Communication Media Used by Schools to Communicate with Educational Officers

Additionally, the researchers were interested in knowing how the subject teachers /tutors identified a student who missed their sessions. To achieve this, the researchers administered questionnaires to the teachers. The results are presented in figure 8.

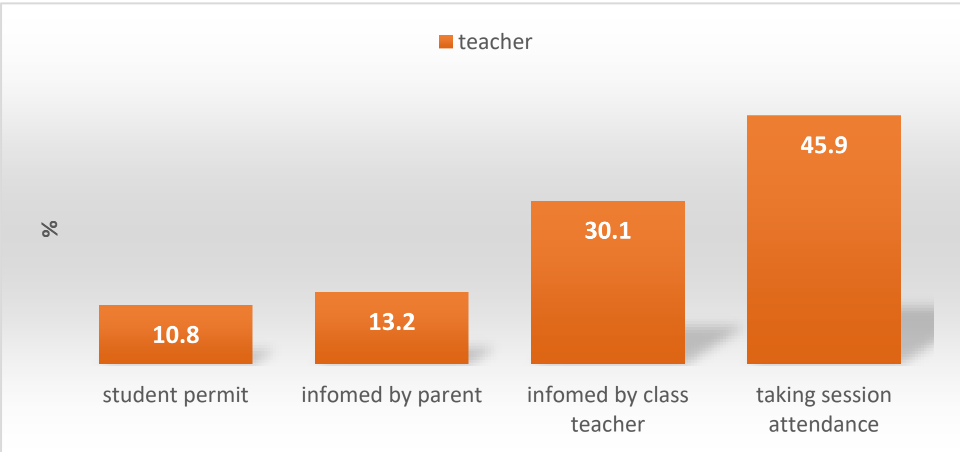

Fig. 8: Methods used by Tutors to Identify Student Absentees in Class Sessions

The results showed that 157 (45.9%) out of 342 subject teachers/tutors identified absentee students by taking session attendance, 103 (30.1%) got the information from the class teacher, 45 (13.2%) were informed by parents, and 37 (10.8%) got the information from the permit from the student. This study concluded that the main technique used by each teacher in secondary schools to identify absentee students is through session attendance.

The researchers finally sought to know the length of time taken by schools to inform parents and educational staff on student progress, particularly concerning school attendance. The researchers prepared the same questions for the teacher, parents (students' guardians), and educational officers. The results are presented in figure 9.

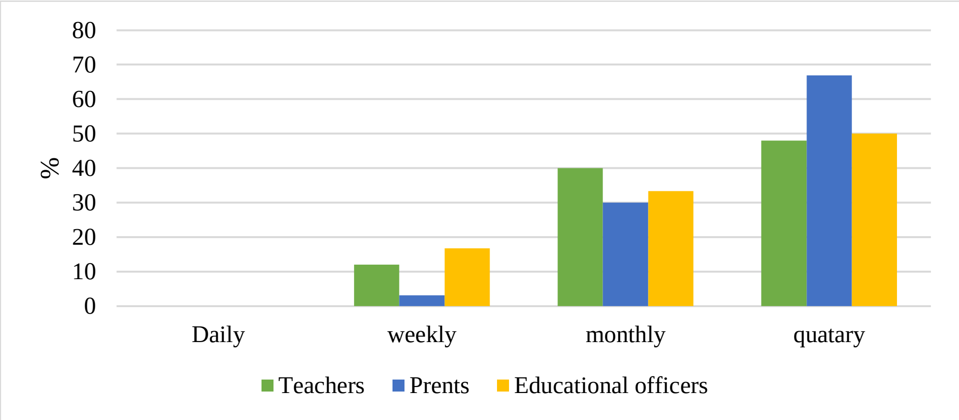

Fig. 9: Time used by Schools to Communicate with Parents and Educational Officers

The results showed that 164 (48%) teachers out of 342 said that they prepare reports quarterly, 137 (40%) monthly, 41 (12%) weekly, and none of the teachers prepared daily reports. For parents, 324 (66.9%) of them out of 484 said that they received quarterly reports including academic progress when schools closed for holidays, 145 (30%) monthly, 15 (03.1%) weekly, and none of the parents received daily reports from the school. For the educational officers, 9 (50%) out of 18 received quarterly reports, 6 (33.3%) monthly, 3 (16.7%) weekly and none received daily school reports. Hence, this study noted that most schools communicated quarterly with parents and educational officers through prepared reports.

Regarding satisfaction of the method used for communication between all the concerned parties (teacher or school, parents, and educational officers), the results showed that 140 (40.9%) out of 342 teachers agreed that there was a need for automation common tool for daily information sharing, 117 (34.2%) of teachers revealed that the current communication tool was not satisfactory, 54 (15.8%) were not sure, and 31 (9.1%) felt that it was satisfactory (Fig. 10). For parents, 261 (53.9%) out of 484 of them expressed the need for a common tool, 145 (30%) felt that it was not satisfactory, 62 (12.8%) were not sure, and 16 (3.3%) were satisfied. As for the educational officers, 9 (50%) out of 18 of them felt that there was need for a common tool, 12 (66.7%) felt it was not satisfactory, 3 (16.7%) were not sure, and 1 (5.6%) was satisfied. Therefore, the study concluded that there was a need to improve the communication mechanisms by having a new communication tool for the schools.

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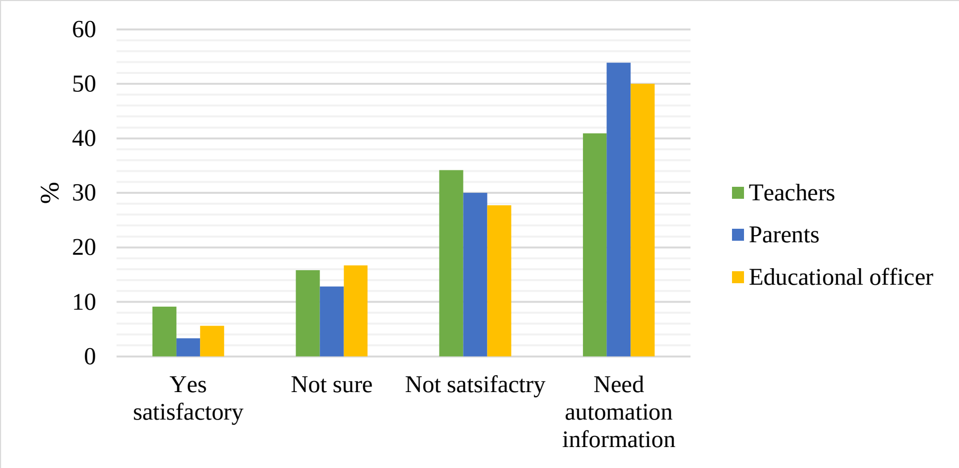

Fig. 10: Satisfaction of Existing Communication Methods

Evaluation of the developed Electronic Attendance (platform)

The present study developed an e-class attendance system to transform the traditional (manual) attendance system into a digital attendance system in secondary schools in Kibaha in Pwani, Tanzania, and to improve the communication system between all parties in supervising students to attend classroom sessions regularly. The graphical user interface of the platform is designed as a normal existing attendance book. The platform allows class teachers to tick/identify a student as present at school or absent. The absentee students may be absent with the knowledge/permission from their guardians or absent without permission as drafted in figure 11. School daily attendance is recorded by class teachers who manage students' information at school and are responsible for permitting students in a class. Classroom session attendances are recorded by tutors while teaching. The e-attendances are recorded using computer devices like smartphones and the records are kept in a database, after which a notification is sent through a mobile phone to a parent whose child is absent without permission.

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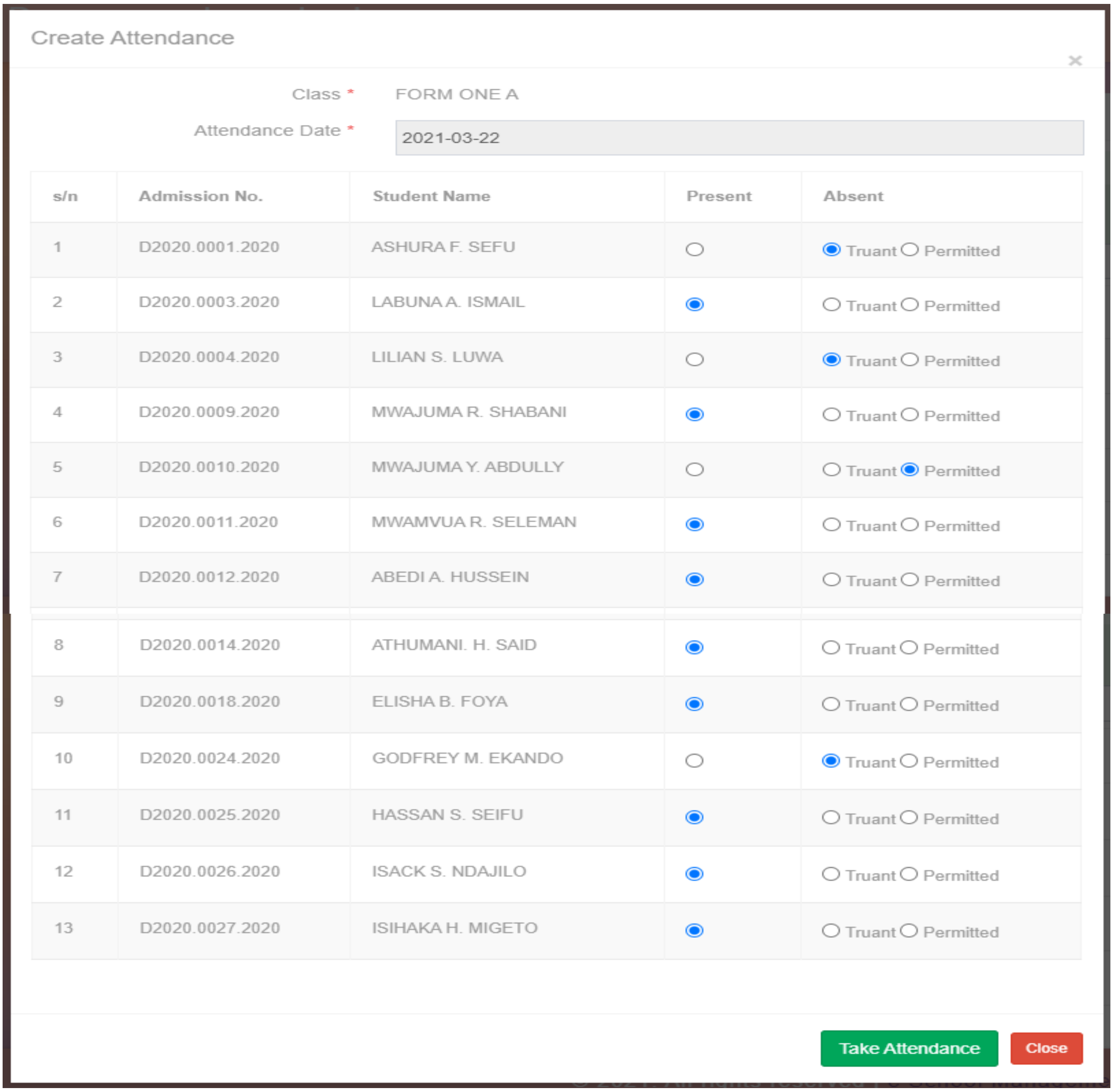
Create Attendance

Class * FORM ONE A

Attendance Date * 2021-03-22

s/n	Admission No.	Student Name	Present	Absent
1	D2020.0001.2020	ASHURA F. SEFU		Truant Permitted
2	D2020.0003.2020	LABUNA A. ISMAIL		Truant Permitted
3	D2020.0004.2020	LILIAN S. LUWA		Truant Permitted
4	D2020.0009.2020	MWAJUMA R. SHABANI		Truant Permitted
5	D2020.0010.2020	MWAJUMA Y. ABDULLY		Truant Permitted
6	D2020.0011.2020	MWAMVUA R. SELEMAN		Truant Permitted
7	D2020.0012.2020	ABEDI A. HUSSEIN		Truant Permitted
8	D2020.0014.2020	ATHUMANI. H. SAID		Truant Permitted
9	D2020.0018.2020	ELISHA B. FOYA		Truant Permitted
10	D2020.0024.2020	GODFREY M. EKANDO		Truant Permitted
11	D2020.0025.2020	HASSAN S. SEIFU		Truant Permitted
12	D2020.0026.2020	ISACK S. NDAJILO		Truant Permitted
13	D2020.0027.2020	ISIHAKA H. MIGETO		Truant Permitted

Take Attendance Close

Fig. 11: The Designed Interface of the Attendance Page (file)

The students by default are marked as present, and the students who are absent without permission are referred to as truants. For truant students, the system locates the parent's mobile phone number and sends a notification about the absence of their child (Fig. 12), but if the student is marked present and permitted in class, the system does not send a notification to the parents. The system is very useful to parents because it keeps updated information of their children in school, including attendance and academic progress.

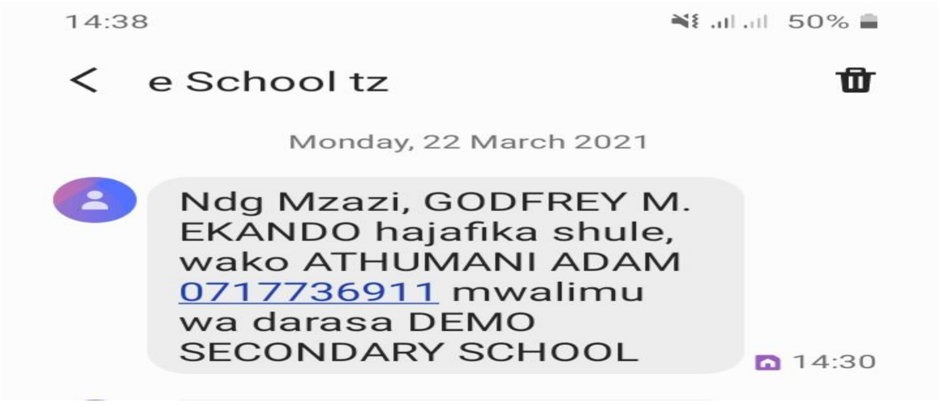

Fig. 12: An Automatic Parent's Notification for a Truant Student

The message is received in any language set by the user. For this sampled message, it was sent in Swahili as the national (first) language in Tanzania, which when translated read; 'Dear parent, GODFREY M. EKANDO didn't attend school. Yours ATHUMANI ADAM 0717736911 class teacher at DEMO SECONDARY SCHOOL'. This is the kind of notification sent automatically by the platform when the class teacher records class attendance using a smartphone or any internet device. Students' guardians can receive the notification as a normal short message to a mobile phone registered in the system.

In schools, there is coordination from when the student registers to ensure the completeness of their studies. Observation from the field shows that class teachers are responsible for closeness with students' guardians, and they prepare and send students' progressive results. The physical cooperation among the teachers in guiding students has also been shown in the introduced system. The system is designed to give priority to the class teacher as the first user in a day. If the teacher does not record the class attendance, no other teacher can be allowed by the system to take session attendance, and a notification appears in the interface as shown in figure 13. This was aimed at preventing miscommunication, for example, in case of suspension or regarding students who are absent with permission being labelled as truants.

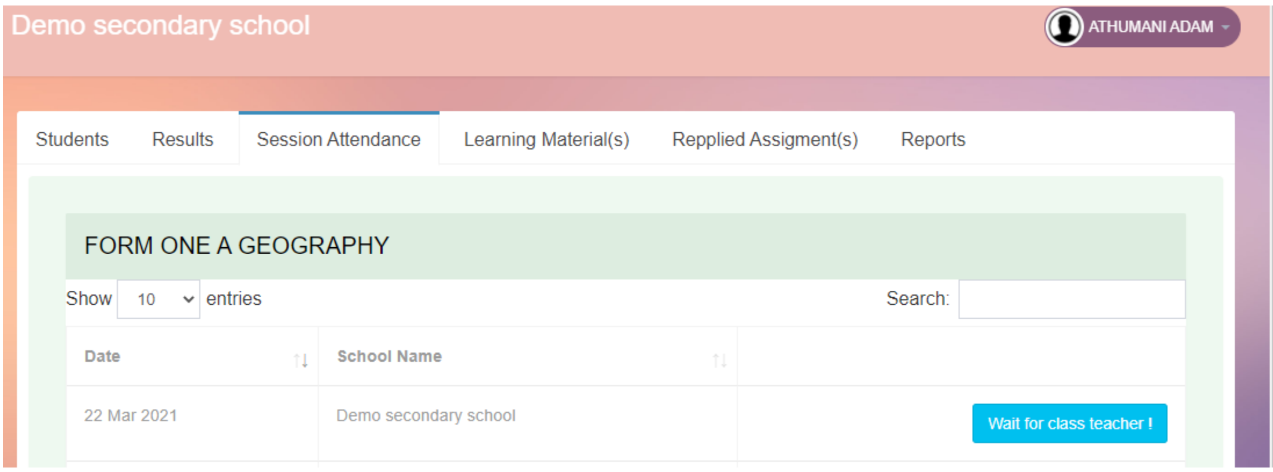

Fig. 13: System Working Collaboration between the Class Teacher and Tutor (Subject) Teacher to Maintain Student Attendance

The researcher aimed to verify the intelligence of the system in identifying the sessions skipped by students by introducing the session attendance page as shown in figure 14. Teachers

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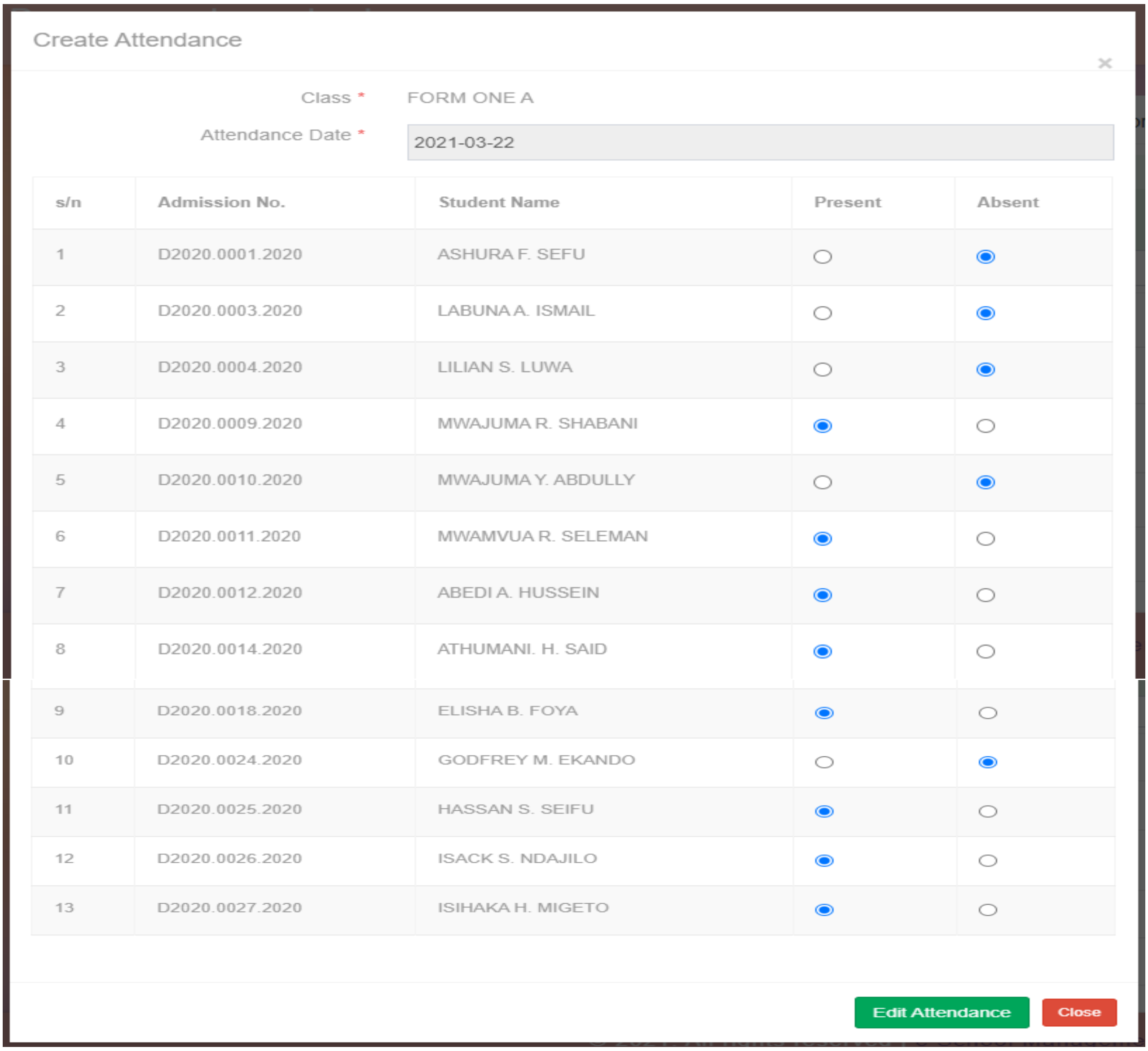
in the class physically observe their students and identify those students who registered in the specific class stream but are absent in the class session.


Create Attendance

×

Class * FORM ONE A

Attendance Date * 2021-03-22

s/n	Admission No.	Student Name	Present	Absent
1	D2020.0001.2020	ASHURA F. SEFU	○	●
2	D2020.0003.2020	LABUNA A. ISMAIL	○	●
3	D2020.0004.2020	LILIAN S. LUWA	○	●
4	D2020.0009.2020	MWAJUMA R. SHABANI	●	○
5	D2020.0010.2020	MWAJUMA Y. ABDULLY	○	●
6	D2020.0011.2020	MWAMVUA R. SELEMAN	●	○
7	D2020.0012.2020	ABEDI A. HUSSEIN	●	○
8	D2020.0014.2020	ATHUMANI. H. SAID	●	○
9	D2020.0018.2020	ELISHA B. FOYA	●	○
10	D2020.0024.2020	GODFREY M. EKANDO	○	●
11	D2020.0025.2020	HASSAN S. SEIFU	●	○
12	D2020.0026.2020	ISACK S. NDAJILO	●	○
13	D2020.0027.2020	ISIHAKA H. MIGETO	●	○

Edit Attendance Close

Fig. 14: Subject Teacher (Tutor) Interface Page Attendance

Figure 14 shows the attendance list of students who registered for the GEOG lesson at Demo secondary school. By default, all students are marked as present in the class, and the role of the subject teacher is to identify absentees. When the students are clicked as absent, the system looks for the class teacher status towards the student. If the student is observed as truant or permitted by the class teacher, the system saves the status. However, when it was found that the student was present to the class teacher and yet absent for the specific lesson, the system realizes that the student is truant, hence it searches the parent's phone number and sends an automatic notification as shown in figure 15.

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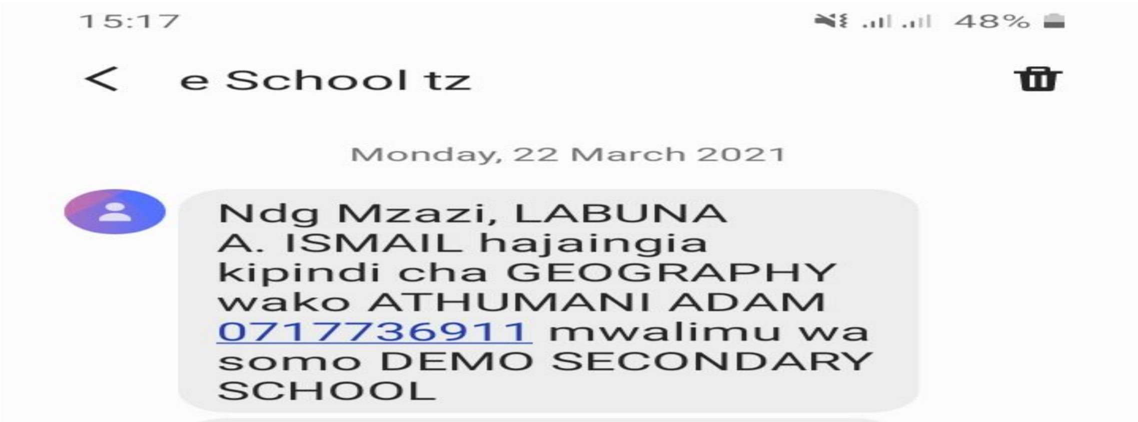

Fig. 15: Notification about a Student Who Arrived at School but Did not Attend the Class

Figure 15 shows a notification message sent to a guardian whose child attended school in the morning but for some reason, did not enter the geography session. The referenced student; LABUNA A ISMAIL in figure 2 was observed to be in school by his class teacher, but the subject teacher did not see the student during the session hence was marked as absent in the system. The message reads as follows: 'Dear parent, LABUNA A. ISMAIL didn't attend the GEOGRAPHY session. Yours ATHUMANI ADAM phone number 0717736911 subject teacher at DEMO SECONDARY SCHOOL'. This message is automatically sent to the student's parent via the mobile phone as shown in figure 15. The notification is sent automatically by the platform when subject teachers take attendance during their class session by using a smartphone or any internet device in the class. Students' guardians can receive the notification when registered into the system. The good thing about this notification is the fact that it is received by parents and guardians as a normal short message and does not depend on having a smart, android phone or the presence of the internet.

Conclusions and Recommendations

This study has identified the challenge of communication in schools in Kibaha District in Pwani, Tanzania regarding student attendance. The study shows that absenteeism in secondary schools occurs as a result of delays in student attendance reports to both parents and education administrators. The only way of reducing or stopping student absenteeism at school is to identify the habit earlier before it becomes chronic. The current system does not relay the daily school and class attendance of students to parents and educational officers, so the use of ICT in streamlining student attendance in classes is very important. The present study has successfully developed an *online attendance* system by making unit test in each stage of development. The system sends an automatic message to parents regarding school absenteeism or lack of class attendance by their children while in school. The messages can be received by parents located within Tanzania or outside, provided their phone numbers are registered in the system. The developed system gives a good guide for developers for comprehensive tests and pilot field studies. The study recommends the use of *online students' attendance* in secondary schools for up-to-date information to parents that may prevent truancy among students. Teachers and parents were very interested in the new e-classroom attendance system since it simplifies interpersonal student supervision by teachers and parents, and also provides daily information regarding the school and class attendance. The study recommends that the government of Tanzania and other African countries pilot the e-classroom attendance system as a way of reducing truancy among secondary school students in the region.

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Establishing the influence of School Infrastructure on Drug Abuse among Secondary School Students in Naivasha Sub-County, Nakuru County, Kenya

Lydia K. Nyagaka, Janerose M. Mayabi, Prisca K. Tarus
Department of Psychology, Counselling and Education Foundations, Laikipia University, Kenya

Abstract
Drug abuse is a rampant problem in secondary schools and colleges in Kenya. High number of students are abusing drugs while in school. Some studies have indicated a correlation between drug abuse and school infrastructure. This study sought to investigate whether school infrastructure influenced secondary school students in Naivasha Sub County into drug abuse. The study employed a descriptive survey research design and was guided by Social cognitive theory by Albert Bandura and the Modified Social Stress Model by Rodes and Jason and as modified by World Health Organization/Programme on Substance Abuse (WHO/PSA). The target study population was 31,626 respondents comprising 63 deputy principals, 63 guidance and counselling teachers and 31,500 students. A sample of 20 percent was considered suitable for schools. Therefore, 13 schools were randomly sampled for the study. Sampling for students was based on Krejcie and Morgan (1990) matrix whereby 380 students (form 2 and 3) were sampled. Simple random sampling method was used to select student respondents. Teacher counsellors and deputy principals were purposefully selected from the 13 sampled schools. A total sample size of 406 respondents was obtained. Three questionnaires presented in Likert scale were used in the study targeting students, teacher counsellors and deputy principals. The questionnaires were checked and validated by expert psychologists and counsellors from the Laikipia University, Department of Psychology, Counselling and Education Foundations. In ensuring reliability, test re-test method was applied by administering the questionnaire in a pilot study in two schools in the neighbouring sub-county of Gilgil. Pearson's correlation coefficient (r) values of 0.753, 0.812 and 0.823 were obtained for students, Deputy Principals and teacher counsellors respectively; indicating a high positive correlation. Frequencies, percentages and means were computed by use of Statistical Package for Social Sciences (SPSS) version 24. The results revealed that school infrastructure influenced drug abuse among secondary school students in Naivasha sub-county. Based on the findings, the government, entrepreneurs and school administrators need to put up conducive infrastructure in schools because of its contribution in the reduction of drug abuse amongst students. However, research across Kenya would give a wider perspective on how school infrastructure influenced drug abuse in secondary schools.

Keywords: Drug abuse, influence, school infrastructure, school administrators, students

Introduction

Drug abuse is a problem in the 21st Century that is ruining the lives of millions of people. The past two decades have witnessed the use of illicit drugs and substances spread at an unprecedented rate penetrating every part of the globe. United Nations Office on Drugs and Crime (2014) reported an estimated 183,000 drug-related deaths worldwide in 2012. The report estimated that about 243 million people (aged between 15 & 24 years) used illicit drugs at least once in the previous year and 39 million people suffered drug use disorders or entirely depended on drugs. In Kenya, drug abuse is one of the top problems confronting the nation, especially among the youth (Chesang, 2013). According to Chesang, incidences of drug abuse and related anti-social behaviour in recent years, have tremendously increased.

The Government of Kenya through the National Authority for the Campaign against Alcohol and Drug Abuse (NACADA) recognizes drug abuse as a major threat to the lives of citizens and realization of the national development dream (NACADA, 2017). Drug problem is rampant in secondary schools and colleges in Kenya where it has strangled students, reducing them to dummies and zombies at the age in life when they are energetic and most needed in the society. The problem is prevalent, real and serious in Kenya with more than 25 percent high school and university students reported as addicts (NACADA, 2017). The problem is reported to have taken root leading to high number of school drop outs, strikes and indiscipline cases.

Some researchers have alluded to a correlation between drug abuse and school infrastructure on secondary school students (Siddiqui & Pandey, 2003). A school is defined by factors like the physical area and the student population. A school’s physical environment includes the school buildings and the surrounding grounds (Killeen et al., 2003). Since students spend the major part of their days in school, the school environment provides a standard against which young people test behaviour (NACADA, 2016).

According to research by Ulrich (2004), environmental factors such as cleanliness, lighting, ventilation, size, and location of the school affect how students learn and behave. Students spend a portion of their time in school moving from one place to another. There is potential for problems when such movement takes place in schools in which corridors, stairways, and entrances are poorly designed. There is also a challenge in monitoring students in schools characterized with remote places, unsafe and hidden stairways, vacant parking lots, and dense foliage around the school (Kumar et al., 2002). Such unsupervised spaces in and around school compound accord students the opportunity to be truant and to engage in problematic behaviours. Students are more likely to be truant and use cigarettes, marijuana, and alcohol in schools with a greater number of spaces where students can escape school management or adult supervision. Kumar et al. (2002) further argue that schools which are spacious enough in terms of size and student population to provide infrastructure for co-curricular activities such as sports, reduce boredom while idleness that may lead to drug use and other problematic behaviour.

Naivasha Sub County schools have not been excluded from the devastating impact of drug abuse (MoE, 2019). It is reported that one out of three cases of students suspended from schools in the sub county is due to drug abuse and related indiscipline cases (MoE, 2019). It is on this basis that the research was conducted to investigate whether school infrastructure influences drug abuse on secondary school students in the Naivasha sub-county.

Research Methodology

The study was conducted in the second term of the academic calendar of year 2021 and was guided by Albert Bandura’s social cognitive theory (1986) which explains that students who get engaged in the behaviour of drugs abuse, have most likely learnt the behaviour from their environment. The study employed a descriptive survey research design and was carried out in secondary schools in Naivasha sub-county. The study targeted a total of 63 (38 Public and 25 Private) secondary schools with a total student population of 31,500 (MoE, 2019). The target sample population comprised 63 guidance and counselling teachers, 63 deputy principals and 31,500 students getting to a total of 31,626 respondents. Based on Mugenda and Mugenda (2003), a sample of 20 percent was considered suitable for schools. Therefore, a total of 13 schools were sampled.

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Sampling for students was based on Krejcie and Morgan (1990) matrix in which 380 students (form 2 and 3) were sampled. Students in form two and three were selected in the study because they were considered to have acclimatized to the school environment and were not as busy as form four students who may have been busy in preparing for national examinations. Teacher counsellors and deputy principals were purposefully selected from the 13 sampled schools. Teacher Counsellors were selected due to their role in guidance and counselling of students while deputy principals were selected for the study because they are usually charged with student discipline in the Kenyan secondary school set up. Simple random sampling method was used to select student respondents. A total sample size of 406 respondents was obtained. Three questionnaires presented in Likert scale were used in the study targeting students, teacher counsellors and deputy principals. The questionnaires were presented to expert psychologists and counsellors of Laikipia University Department of Psychology, Counselling and Education Foundations for expert judgement and improvement of content validity. To ensure reliability of the study, test re-test method was applied by administering the same questionnaires in a pilot study.

The same questionnaires were administrated in a span of one week to 15 students, 4 deputy principals and 4 teacher counsellors under the same conditions in 2 schools in Gilgil Sub-County that neighbours Naivasha Sub County. That yielded two scores for the set of respondents and reliability coefficient was calculated using Pearson correlation co-efficient formulae (r) as guided by Fraenkel et al. (2012). Correlation coefficients (r) of 0.753, 0.812 and 0.823 were obtained for students, deputy principals and teacher counsellors' questionnaires respectively indicating a high positive correlation. Therefore, all the three instruments met the threshold of 0.7 and above confirming that they were reliable for use in the data collection process during the main study. Frequencies, percentages and means were computed by use of Statistical Package for Social Sciences (SPSS) version 24.

Results and Discussion

The study examined various variables generated by the questionnaires as per the objective. The findings are discussed in the various sections of this paper.

Demographic Characteristics of Student Respondents

The biographical data of student respondents in the study is captured in table 1. For the students who participated in the research, 51.8 percent were females while 48.2 percent were boys. The findings could be an indication that more girls than boys are enrolled in secondary schools in the sub county. Majority of the students (87.1%) were aged between 16 and 20 years. Form three students participated more in the study at 59.2 percent as opposed to form two students who were 40.7 percent. More mixed day schools were sampled at 44.7 percent as compared to boys boarding schools that were least sampled at 15.8 percent. Majority of the students sampled were Christians by faith at 97.9 percent and Muslims were a minority at 1.3 percent.

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Table 1: Distribution of Student Respondents on Biographical Data

Variable	Frequency	Percentage
Gender:		
Male	183	48.2
Female	197	51.8
Total	**380**	**100.0**
Age:		
Less than 15 years	47	12.4
16-20 years	331	87.1
Above 20 years	2	0.5
Total	**380**	**100.0**
Class:		
Form 2	155	40.7
Form 3	225	59.2
Total	**380**	**100.0**
Category of School:		
Boys boarding	60	15.8
Girls boarding	87	22.9
Mixed day	170	44.7
Mixed boarding	63	16.6
Total	**380**	**100.0**
Religion:		
Christian	372	97.9
Muslim	5	1.3
Other	3	0.8
Total	**380**	**100.0**

When the students were asked on whether they have ever used any illicit drug or substance, 29.2 percent responded in the affirmative while 70.8 percent responded in the negative as captured in table 2. Kasundu et al. (2012) argued that demographic factors such as gender, age, occupation, religion, marital status and level of education influence the decision of an individual to indulge in drug abuse. Further, religion contributes to reduction in drug abuse by guiding behaviour and social interactions (Kasundu et al., 2012). However, some alternative faiths allow the use of drugs such as marijuana by its adherents for ritual reasons.

Table 2: Distribution of Student Respondents on Usage of Illicit Drugs or Substances

Response	Frequency	Percentage
Yes	111	29.2
No	269	70.8
Total	**380**	**100.0**

Majority of the students (above 70%) indicated they had not used drugs, while 29 percent had used drugs. The number of students who had used drugs represent a third of students which is a significant number, considering the drugs have a negative influence on their lives. When the students who answered in the affirmative of having used illicit drugs were asked on what age they started, 8.2 percent of the ones who responded indicated to have started using drugs at 15 years as captured in table 3. However, some students (3.2%) started using illicit drugs as early as 12 years as revealed in the study. Age 15 years is significant since most students have just joined secondary school and, in most cases, they are usually in form two. The finding is consistent with a report by NACADA (2020) which revealed that drug and substance abuse amongst learners may begin at an earlier age even before joining secondary school.

Table 3: Distribution of Student Respondents on The Age During Which They Started Using Illicit Drugs

Student Age	Frequency	Percentage
12	12	3.2
13	10	2.6
14	13	3.2
15	31	8.2
16	22	5.8
17	19	5.0
18	1	0.3
No response	272	71.6
Total	**380**	**100.0**

When the students who indicated having used illicit drugs were asked to mention which ones they had used, 17.6 percent mentioned alcohol while 3.7 percent, 1.6 percent and 1.3 percent indicated mandrax, cigarettes and marijuana respectively as shown in table 4. The findings are in line with Kaguthi (2004) who noted that alcohol is the most frequently abused drug. Further, a section of students abused mandrax which is considered a hard drug. The finding could be an indication of a trend that hard drugs had found their way into secondary schools in the sub-county. A significant number of students (272, translating to 71.6 percentage) never responded to the question probably due to the fear of victimization. This was so despite the assurance given before the survey on non-victimization.

Table 4: Distribution of Student Respondents on The Type of Drug Abused

Type of drug/substance	Frequency	Percentage
No response	288	75.8
Alcohol	67	17.6
Mandrax	14	3.7
Cigarettes	6	1.6
Marijuana	5	1.3
Total	**380**	**100.0**

Student respondents were also asked to name which illicit drug they were able to identity as per table 5. Majority of the students (84.5%) indicated alcohol; 73.4 percent cigarettes; 31.3 percent marijuana; 18.2 percent cocaine; 18.4 percent heroine; and 0.8 percent shisha. The responses are consistent with NACADA (2016) that the most commonly abused drugs among the youths aged 15yrs-18yrs are alcohol, tobacco, marijuana, cocaine and other inhalants.

Table 5: Distribution of Student Respondents on Ability to Identify Specific Drugs and Substances

Type of Drug/Substance	Frequency	Percentage
Alcohol	321	84.5
Cigarettes	279	73.4
Marijuana	119	31.3
Mandrax	72	18.9
Heroine	70	18.4
Cocaine	69	18.2
Miraa/Khat	22	5.8
Kuber/Ndovu	6	1.6
Shisha	3	0.8

Students at 15.8 percent acknowledged having joined drug abuse through friends. Those who joined due to peer pressure were 7.9 percent. Others (1.6%) indicated that they joined drug abuse due to factors like depression, while 1.6 percent did it for experimentation. Family factors also contributed to 0.8 percent of the surveyed students having joined drugs and substance abuse as captured in table 6. Peer pressure is rated as a key factor leading adolescents to drug abuse (UNODC, 2014).

Table 6: Distribution of Student Respondents on Factors That Lead to Drug Abuse

Type of Drug/Substance	Frequency	Percentage
No response	270	71.1
Friends	60	15.8
Peer pressure	30	7.9
Parties/Weddings	15	3.9
Depression	6	1.6
Experimentation	6	1.6
Family	3	0.8

When the surveyed students were asked whether they had friends who abused drugs, 51.1 percent responded in the affirmative as shown in table 7. This finding could also imply that most students were lured into use of illicit drugs by friends. Therefore, it shows that when students socialize and move away from the protection of their parents, they become easy targets of their friends.

Table 7: Distribution of Student Respondents on Whether they Had Friends Who Take Illicit Drugs

Response	Frequency	Percentage
Yes	194	51.1
No	132	34.7
No response on Yes or No	54	14.2
Total	**380**	**100.0**

Demographic Characteristic of Teacher Counsellors

The biographical data of teacher counsellors in the study is captured in table 8. Majority of the counsellors surveyed (76.9%) in the study were females while 23.1 percent were males. Majority of the counsellors (46.2%) were also above 45 years Most counsellors (46.2%) had counselling experience of between 1 and 5 years. This finding implies that majority of teacher counsellors in Naivasha county are not so much experienced.

Table 8: Distribution of Teacher Counsellor Respondents on Biographical Data

Variable	Frequency	Percentage
Gender:		
Male	3	23.1
Female	10	76.9
Total	**13**	**100.0**
Age:		
26-35 years	4	30.8
36-45 years	3	23.1
Above 45 years	6	46.2
Total	**13**	**100.0**
Guidance and Counselling Experience:		
1-5years	6	46.2
6-10 years	3	23.1
11-15 years	2	15.4
Over 20 years	2	15.4
Total	**13**	**100.0**

Demographic Characteristic of Deputy Principals

The biographical data of the surveyed deputy principals is captured in table 9. Majority of the deputy principals (53.8%) were females while males deputy principles were 46.2 percent. The deputy principals who were aged above 45 years were 6.6 percent. However, majority of them at 46.2 percent had administrative experience of less than 5 years. Most of the deputy principals surveyed were from girls boarding schools with a student establishment of over 1000 students and staff establishment of between 16 and 25 teachers. The findings point out that most deputy principals surveyed had long teaching experience but low experience at management level.

Table 9: Distribution of Deputy Principals on Biographical Data

Variable	Frequency	Percentage
Gender:		
Male	6	46.2
Female	7	53.8
Total	**13**	**100.0**
Age:		
26-35 years		
36-45 years	3	23.1
Above 45 years	2	15.4
Total	8	61.5
	13	**100.0**
Administrative Experience:		
1-5years		
6-10 years	6	46.2
11-15 years	4	30.8
Over 20 years	2	15.4
Total	1	7.7
	13	**100.0**
Category of School:		
Boys boarding		
Girls boarding	3	23.1
Mixed day	7	58.8
Mixed boarding	2	15.4
Total	1	7.7
	13	**100.0**
Curriculum based Establishment-Students:		
Below 300		
301 -500	2	15.4
501-700	4	30.8
701-1000	1	7.7
Above 1001	2	15.4
Total	4	30.8
	13	**100.0**
Curriculum based Establishment-Teachers:		
Below 15		
16-25	4	30.8
26-35	4	30.8
35-45	2	15.4
Above 46	2	15.4
Total	1	7.7
	13	**100.0**

Influence of School Infrastructure on Drug Abuse

Table 10 shows that 36.1 percent the surveyed students strongly agreed that buildings and hidden places in a school contributes to increased drug abuse among students. Various researchers have suggested that several environmental factors such as cleanliness, lighting, ventilation, size, and location of the school affect how students learn and behave in school (Siddiqui & Pandey, 2003; Ulrich, 2004). Of the students under study, 27.4 percent of them strongly agreed while 27.6 percent generally agreed that low student population in a school contributes to reduced cases of drug abuse among students. 35.8 percent of the students also strongly disagreed that schools with large compounds have few cases of drugs abuse among them. The findings are in line with the findings of Ulrich (2004) which identified overcrowding, in terms of square footage per child in the classroom, as one factor responsible for the decrease in reading scores for girls and increased behavioural problems among boys.

Ulrich (2004) explains further in his research in the field of design and environmental analysis that the design and quality of the setting of schools (primary environments for children and adolescents) are particularly critical and have a direct effect on a child's self-identity, self-esteem, and academic performance. Of the fact that schools with a variety of extracurricular facilities are likely to have very few cases of drug abuse, 29.2 percent strongly agreed while 29.9 percent generally agreed to this. Such infrastructural facilities enhance co-curricular activities such as sports thus reducing boredom and idleness that may lead to drug use and other problematic behaviour as argued by Kumar et al. (2002).

Table 10: Distributions of Students' Responses on Influence of School Infrastructure on Drug Abuse

	Percentages and Frequencies						
	SD	**D**	**U**	**A**	**SA**	**Mean**	**Std. Dev.**
Buildings and hidden places in school contributes to increased drug abuse among students	14.2% 54	11.6% 44	9.2% 35	28.9% 110	36.1% 137	3.61	1.431
Low student population in a school contributes to reduced cases of drug abuse among students	21.8% 83	13.7% 52	9.5% 36	27.6% 105	27.4% 104	3.25	1.525
Schools with large compounds have few cases of drugs abuse among students	35.8% 136	23.7% 90	27.1% 103	8.4% 32	5.0% 19	2.23	1.169
Schools with a variety of extra-curricular facilities are likely to have very few cases of drug abuse	18.4% 70	13.9% 53	15.5% 59	22.9% 87	29.2% 111	3.31	1.479

In table 11, it is observed that 46.2 percent (agreed) and 38.8 percent (strongly agreed) of the deputy principals generally agreed that schools with many buildings and hidden places influenced drug abuse among students. The findings are in tandem with other study findings by Kumar et al. (2002) which indicated that there is potential for problems to arise in schools in which corridors, stairways, and entrances are poorly designed. Kumar et al. (2002) further note that there is also a challenge in monitoring students in schools characterized with remote places, unsafe and hidden stairwells, vacant parking lots, and dense foliage around the school. Such unsupervised spaces in and around school compound afford students the opportunity to be truant and to engage in problem behaviours. 35.8 percent of deputy principals were undecided with the view that schools which had low student population had reduced cases of drug abuse.

Population in this case did not seem to be an issue if other physical infrastructure like buildings and the surrounding grounds were well designed and managed to ensure students did not escape school management or adult supervision. 46.2 percent responses disagreed that schools which were more spacious had very few cases of drug abuse. This is in agreement with NACADA (2016) that school environment provides a standard against which young people test behaviour. 61.5 percent of them agreed that schools with a variety of extracurricular facilities were likely to have very few cases of drug abuse. This finding agrees with Kumar et al. (2002) who argued that co-curricular activities such as sports reduce boredom while idleness that may lead to drug use and other problematic behaviour.

Table 11: Distributions of Deputy Principals' Responses on The Influence of School Infrastructure on Drug Abuse

	Percentages and Frequencies						
	SD	**D**	**U**	**A**	**SA**	**Mean**	**Std. Dev.**
Schools with many buildings and hidden places influences drug abuse among students	7.7% 1	7.7% 1	7.7% 1	46.2% 6	30.8% 4	3.85	1.214
The size of school compound influences drug abuse among students	30.8% 4	0.0% 0	7.7% 1	46.2% 6	15.4% 2	3.15	1.573
Schools with low student population have reduced cases of drug abuse	15.4% 2	15.4% 2	38.5% 5	30.8% 4	0.0% 0	2.85	1.068
Schools which are more spacious have very few cases of drug abuse	30.8 % 4	46.2% 6	15.4% 2	7.7% 1	0.0% 0	2.00	0.913
Schools with a variety of extra-curricular facilities are likely to have very few cases of drug abuse	7.7 % 1	15.4% 2	0.0% 0	61.5% 8	15.4% 2	3.62	1.193

From the responses shown in table 12, it is noted that 46.2 percent of the guidance and counselling teachers agreed that buildings and hidden places in a school contributes to increased drug abuse among students. 53.8 percent of teacher counsellors also agreed that schools with low student population have reduced cases of drug abuse. 30.8 percent of the teacher counsellors strongly disagreed that schools with large compounds had very few cases of drug abuse among students. In the same vein, 30.8 percent of the teacher counsellors were undecided of whether the size of the school compound had any influence on drug abuse among students. 76.9 percent agreed that schools with a variety of extra-curricular facilities are likely to have very few cases of drug abuse among students. This is in line with other research findings which argue that students tend to spend most of their leisure time in extra-curricular activities have reduced time to focus on drug abuse and other problematic behaviour.

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Table 12: Distributions of Guidance and Counselling Teachers' Responses on Influence of School Infrastructure on Drug Abuse

	Percentages and Frequencies						
	SD	**D**	**U**	**A**	**SA**	**Mean**	**Std. Dev.**
Buildings and hidden places in a school contributes to increased drug abuse among students	0.0% 0	30.8% 4	23.1% 3	46.2% 6	0.0% 0	3.15	0.899
Schools with low student population have reduced cases of drug abuse among students	0.0% 0	30.8% 4	15.4% 2	53.8% 7	0.0% 0	3.23	0.927
Schools with large compounds have very few cases of drug abuse among students	30.8 % 4	23.1% 3	30.8% 4	15.4% 2	0.0% 0	2.31	1.109
Schools with a variety of extra-curricular facilities are likely to have very few cases of drug abuse among students	7.7 % 1	7.7% 1	7.7% 1	76.9% 10	0.0% 0	3.54	0.967

Conclusions and Recommendations

The aim of the study was to find out whether school infrastructure influences drug abuse among secondary school students in Naivasha sub-county. Majority respondents concurred that various aspects of school infrastructure influenced some students into drug abuse. Of the surveyed students, 65 percent agreed that buildings and hidden places in schools contributed to increased cases of drug abuse among students while 55 percent concurred that low student population in a school contributed to reduced cases of drug abuse. Students at 59.1 percent also agreed that schools with a variety of extracurricular facilities are likely to have very few cases of drug abuse. Deputy Principals at 85 percent agreed that schools with many buildings and hidden places influenced students into drug abuse while 61.6 percent concurred that the size of school compound influenced students into drug abuse. Deputy Principals at 76.9 percent also concurred that schools with a variety of extra-curricular facilities were likely to have fewer cases of drug abuse. For the surveyed Guidance and Counselling teachers, 46.2 percent agreed that buildings and hidden places in a school contributes to increased drug abuse among students while 53.8 percent concurred that schools with low student population have reduced cases of drug abuse. Further, 76.9 percent of the Guidance and Counselling teachers concurred that schools with a variety of extra-curricular facilities were likely to have fewer cases of drug abuse among students.

The study established and concluded that school infrastructure influenced drug abuse among secondary school students in Naivasha Sub County. Based on the findings, the government, school entrepreneurs and administrators need to focus on putting up conducive infrastructure in schools because of its role in the reduction of drug abuse among students. However, more research in the same area across the country is recommended to give a wider perspective on how school infrastructure contributes to drug abuse among students in secondary schools.

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Students Response to Family Life Education in Secondary Schools in Busia County, Kenya

Janerose Mayabi
Laikipia University, Kenya

Abstract
There is an increase in sexual activities in the world among young people and especially those in secondary schools. To address the challenge, stakeholders have agitated for the introduction of school-based family life education as a key strategy in promoting safe sexual behaviour among students. The purpose of this study was to assess students' response towards family life education (FLE). The study used Ex post facto research design. The target population was 20,227 Form Three students in Busia County. The County were chosen because they have a high number of students engaging in sexual activities resulting in pregnancies. Accessible population was 3568 Form Three students in the seven sub-counties. Multi-stage, probability proportionate to size, purposive, stratified and simple random sampling were used to select the participants. The study sample comprised 378 students. Data was collected using questionnaires. Validity of instruments was checked through expert opinion as well as being guided by the objectives of the study. Reliability was done through split half approach and calculated using Spearman Brown Prophecy formula. Data collected was analysed using both descriptive and inferential statistics with the assistance of a computer statistical package for social sciences (SPSS, 24). Students demonstrated positive perception of Family Life Information. The Study participants demonstrated a positive attitude towards the importance of Family life Education. They also agreed that the information should be provided in schools. It is therefore a pressing need to avail FLE in all schools and also to ensure to the strengthening of commitment and policy action on the part of government to ensure that the programme is implemented in all schools. The findings of the study will assist all stakeholders who include the Ministry of Education to evaluate and reinforce its programmes on family life education in schools to meet its objectives.

Keywords: Family life education, response, schools, students

Introduction

There are over 1.2 billion young adults between the ages 15-24 throughout the world; the largest youth generation in history (United Nations, 2019). In Kenya alone, there are over 9 million young people between 15-24 years (Kenya National Bureau of Statistics [KNBS], 2019). They comprise over 19.6 percent of national population. The rapid rise of population of young people poses an enormous challenge to policy makers and planners especially in allocating scarce resources to various sectors of the economy. Most students in secondary schools fall under the age bracket of 15-24 and at the threshold of their sexual and reproductive life, thus, the teaching of family life education should be a core component of their socialization process.

In response to an increasing number of teenage pregnancies in the world, governments all over the world in the 1970s recognized the importance of providing all young people with reproductive health services. Starting from the 1980s, this attention was shifted to providing secondary school students with family life education which was attributed to numerous challenges facing learners in pre-school, primary and secondary schools. These challenges include violence, early sexual onset of sexuality, early marriage, teenage pregnancies, negative peer pressure, abortion, drug and substance abuse, rape, incest, sexually transmitted diseases (STIs), and HIV/AIDs pandemic (KIE, 2007). These challenges are made more complex due to lack of positive role models, negative mass media, peer pressure, complex developmental changes during adolescence, and unreliable sources of information especially on human sexuality (Erulkar et al. 2003).

The patterns of sexual behaviour formed during adolescents can influence their behaviour in adult life (White et al. 2000). This supports the need to develop positive health attitude that can help students avoid many reproductive health challenges they face. Attitude building can be preceded by the provision of awareness and transfer of knowledge at a specific time and by an agency appropriate and acceptable to beneficiaries. In schools, this is usually done by imparting family life education to students to ensure they make informed decision.

Family life education (FLE) is defined as a lifelong process of acquiring information on reproductive health, interpersonal relationships, intimacy, forming attitudes, beliefs and values about identity (Kenya Institute of Education (KIE, 2008). It seeks to assist students in developing positive view of sexuality, provide them with skills about taking care of their sexual health and help them acquire skills to make decisions now and in the future, (Sex Information and Education Council of the U.S [SIECUS] 2011). Considering the increasing rate in students' sexual activities, school setting provides an important venue for transmission of information and skills to protect students against risky sexual behaviour.

Teenage sexual activity has increased in many countries around the world during the last two decades. In 2020, 49 percent of high school students in the United States of America (USA) were already having sexual intercourse, and 15 percent of high school students had had four or more sex partners during their teenage years. The teenage stage had the highest rates of sexually transmitted diseases (STIs) with one in four young people contracting an STI by the age of 21 (Scott et al., 2020). To deal with this challenge, USA allowed the teaching of family life education in schools. All or most students in USA currently receive some form of family education. Family life education is taught in two main forms, comprehensive (abstinence plus) programme, which encourages abstinence but also use of contraceptives or abstinence only (Sully et al., 2019). General reports done on the above two programmes indicate that abstinence-only programmes have not been as effective as the comprehensive sex education programmes. The latter enables students to practise safe sex and use contraceptives; and indeed, some of these programmes have helped decrease the frequency of adolescent sex.

Britain has one of the highest teenage pregnancy rates in Europe, with government figures showing 39,000 girls between the age of 15-17 became pregnant in 2006, and 7,200 girls of between 13-14 years reported being pregnant the same year (Zukerbrod, 2008). In another study done by Scott et al. (2020), it was reported that 65 percent of teenage girls and boys had engaged in sexual activities. This has made Britain to introduce age-appropriate family life education in all public schools including the kindergartens. This approach emulates that of the Netherlands which has one of the lowest teenage pregnancies in Europe. For the 5 years old, education is geared towards making them understand themselves, their differences and friendships. From 11 years of age, when most teenagers enter high school, they are taught how to develop respectful relationships and the consequences of risky sexual behaviour.

One of the strategies used by South Africa to build HIV/AIDs prevention awareness and to promote behaviour change among young people is through school based family life education. In a study conducted by Sapiano et al. (2007) which is a programme of the Population Council revealed that the FLE programme in South Africa had more impact on young people aged between 10-14 than the older youth aged 14-24. The study found that young people between the ages of 10-14 are particularly receptive to messages about abstinence or delaying sex and being faithful than older people. In 2018, South African schools began offering FLE through the Life Orientation curriculum as a means of challenging continued high rates of HIV, unwanted pregnancy and gender-based violence (Sisa & Tamara, 2018).

In 1992, the Ministry of Education and Culture in Zimbabwe initiated a compulsory family life education programme for schools in collaboration with UNICEF; AID Action Programme (AAP). This was taught separately or integrated into other subjects as indicated in a study done by Zukerbrod (2008) and Maviya (2019). This programme has significantly helped strengthen skills among students to develop healthy sexual behaviour before risk taking commences. Introduction of family life education therefore had a positive influence on students' perception in Zimbabwe.

In Kenya, there is also a high number of young people experiencing sexual challenges. Studies undertaken by Demographic Health Survey, Central Bureau of Statistics, Ministry of Health, National Agency for Population and Development (NCAPD) (2010) show that many students are becoming sexually active early in their lives and their first intercourse being as low as 9 to13 years for girls and boys respectively. The study further shows that 14 percent of young women and 29 percent of young men had had sex by age 15. Students also engage in unsafe sex with multiple partners thus increasing their health risk (CSA, 2009). Busia County has a high number of students engaging in sexual activities early with figures showing 21 percent (Dupas, 2006). Early sexual initiation can lead to HIV/AIDs infection, abortion, and also bring other related health and moral complications for the teenage mothers, their children, and society as a whole. There is therefore need to provide age-appropriate family life education to the students to allow them make informed decisions.

The Kenyan government initiatives to introduce family life education have in the past been done through setting up of education commissions. These have recommended that family life education should be part of the guiding and Counselling programme in learning institution (GOK, 1999; Guttmacher, 2005). Due to high rates of HIV/AIDs infection, the Koech report (GOK, 1999) recommended that HIV/AIDs information be introduced in the school curriculum at both primary and secondary school levels and be integrated into subjects such as Social Education and Ethics, Christian Religious Education, Biology, and Home Science. Co-curriculum activities such as clubs, drama and sports were also to be used as avenues of educating students on HIV/AIDs. Peer counselling services in educational institutions were also established to help students assist one another to deal with developmental challenges (GOK, 1999). Family life education was thus to help students make informed decisions on their sexual life. The current study sought to establish students' response towards FLE.

Recent Kenyan government initiatives have seen introduction of FLE in the school curriculum, taught as a stand-alone subject at both primary and secondary levels, as a way of complementing what was already being taught in schools. This initiative was to give the subject enough time and the seriousness it deserves (KIE, 2007). The approach used in teaching FLE is interactive; it uses role playing, mini drama, games and other innovative teaching techniques. Each school is expected to set aside one lesson per week for each class to be taught FLE. Every teacher is expected to have the expertise to teach the subject. School setting provides an important venue for transmission of information and skills that can protect students against risky sexual behaviour. Students also constitute a homogeneous and active audience who are easily accessible and can easily link up with out-of-school youth, as there are many informal contacts between school going and out-of-school youth (Kumar, 2000). School based FLE therefore give students information they need in order to deal with adolescent challenges. Despite the existence of FLE in schools, high incidents of HIV/AIDs and pregnancies in Busia are still prevalent indicating the need for review students' response of family life education. This study therefore seeks; to identify students' sources of knowledge on family life education;

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and to determine students' attitude towards life skills education programmes in secondary schools.

Students' attitude to Family life Education Programme in Schools

Students need age-appropriate information about physical and emotional development, unprotected sex, and the potential risk of substance abuse. They need family life education to enable them translate knowledge, attitude, and values into healthy behaviour (UNPFA, 2012). Most students have positive perception towards family life education, and are open to advice on how to handle personal problems.

In a study done in national schools in Lesotho by Mturi and Hennink (2005), students were asked to give their view on school-based family life education. All students, regardless of gender or location felt that FLE education should be provided in schools. They expressed strong desire not only to receive information on sexuality and safe sex, but also about the need to be guided in skills to negotiate sexual pressure. Majority of the youth felt that they lacked factual information on sexuality and this was due to the inability to get reliable information sources and the fact that pressure for sex often led to unwanted outcomes such as pregnancy or STIs. One student who Mturi and Hennick interviewed gave the following view on the importance of family life education.

> I find the information useful, as it can help one get to know more about these things and find ways of avoiding them. Even if you do them, at least you are aware of the repercussion (Mturi & Hennink, 2005, p. 125).

The above statement shows that students have an interest in getting information on FLE, so they can be informed on consequences of risky behaviour. Students also felt that the classroom setting was the best place to provide FLE as they can offer an important opportunity for discussion and clarification on sexual issues. Parents find it difficult to discuss sexual issues hence schools were best suited to teach FLE since they were believed to provide a neutral information source. The female students are also be able to seek advice from teachers on issues of sexual pressure and learn skills of empowerment and negotiation in sexual encounters.

According to a study done by Parwej et al. (2005), students in India highlighted the needs to not only teach on the basic information on biological, social-cultural, psychological and sexual health, but also to handle components on skill development, negotiating sexual pressure and sexual empowerment. These areas are importance as they enable female students negotiate safe sexual experiences and feel confident in situations of sexual pressure. Sexual communication and skills training is also important for male students who are under pressure to prove their manhood, as well as for young women who are often expected to be sexually submissive (Kiragu & Zabin 1993; Kirby 2011). Students who perceive FLE in a positive way are likely to use information received to improve on their sexual life while those who perceive it negatively are unlikely to implement the information gained and therefore will continue involving in risky behaviour such as sex. Students need FLE when still young so that they can make informed decisions early.

Theory and Methods

The study used the social learning theory of Albert Bandura (Bandura, 1971). The theory posits that people learn new information by modelling significant others. But it also argues that just because something has been learned does not mean that it will result in change of behaviour. The study used *Ex post facto* research design and was carried out in its natural setting.

The target population was 20,227 Form Three students in the seven sub-counties of Busia County although the accessible population was 3568 Form Three students in the county. The county was chosen as they have a high number of students engaging in sexual activities as indicated by a study done by Dupas (2009) which observed that 21 percent of students engaged in sexual activities. Multi-stage, probability proportionate to size, purposive, stratified and simple random sampling were used to select the participants. The study sample comprised 378 students. Data was collected using questionnaires. Validity of instruments was checked through expert opinion. Reliability was done through split half approach, and calculated using Spearman Brown Prophecy formula. Data collected was analysed using both descriptive and inferential statistics with assistance of computer statistical package for social sciences (SPSS, 24) and presented in tables.

Results and Discussion

In this section, we look at the demographic characteristics of students by age and family type. Other issues discussed include the students' source of information on family life information, and their response towards life skills education.

Demographic Characteristics of Students

This section describes the characteristics of the sample of the respondents which has a bearing on their response to the research items. These characteristics were classified into family, individual and school and they included age and sex. Family characteristics included household composition while those of the school included gender. The sample of the study consisted of 378 students.

Table 1: Students Demographic Characteristics by Age

Age	Girls(frequency)	Percent	Boys(frequency)	Percent	Total
13-16	38	10.05	30	7.9	68
17-20	120	31.7	177	46.8	297
20-24	2	0.5	11	2.9	13
TOTAL	**160**	**42.3**	**218**	**57.6**	**378**

Source: Field Data, n=378

Student's Demographic Characteristics by Age

An individual's age is a very important physical and socio-economic factor in the development and growth of a person. In socio-economic terms, it defines the various roles played by different people in the society and influences decision making power of an individual. Physically, it influences the biological changes taking place in a human body and how the body reacts to these changes. The distribution of students by age, gender and family type is presented in Table 1. From the findings, the ages of the students range from thirteen to twenty-four years, average age being 17 years. The majority of students, totalling 297 (78.6%), were between 17 and 20 years old, followed by 68 (18%) aged 13 to 16 years. The smallest group which had only 13 (3.4%) students comprised those aged 21 to 24 years. There were more male students aged 18 years and above (37%) compared to females (29%).

Table 2: Demographic Characteristics of Students by Family Type

Family System	Frequency	Percentage
Parent and siblings	259	68.5
Single parent and siblings	101	26.7
Grandparents	18	4.8
Total	**378**	**100**

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Source: Field Data, n=378

Demographic Characteristic of Students by Family Type

An individual's family plays a major role in shaping one's behaviour**.** Various studies done identified association between parenting measures and outcomes. Difficult-parental-child communication, low parental strictness, and lack of parental input into FLE were associated with early sex. In a study that explores relations between teenage pregnancy, sexual behaviour and family type in United Kingdom (UK), females and males from single parent families or having mothers who are teenagers when they were born were reported to be more likely to report sex by age of between 15 and 16 (Bonnell et al., 2006).

Other studies done revealed that adolescents who live in dual-parent families and feel connected to their parents and schools are less likely to engage in risky behaviours, and they also delay first sexual intercourse. (Schuster et al., 1996; Lammers et al., 2000). Therefore, family type plays an important role in influencing students' sexual behaviour. From the findings, the study revealed that 259 (68.5%) of the respondents lived with both of their parents and siblings (nucleus family), 101 (26.7%) came from single families, while 18 (4.8%) lived with their grandparents as indicated in Table 2.

Table 3: Students' Source of Information on Family Life Education

Source of information	Total percentage n=378	Females n=160	Males N=218
Friends	74.3%	82.6%	64.3%
Media	70.1%	66.1%	84.4%
Teacher	64.5%	71.1%	49.1%
Religion	61.2%	55.4%	52.1%
Mother	60.2%	65.2%	52.4%
Father	36.1%	43.1%	28.1%
Brother	15.3%	24.2%	33.1%
Sister	14.3%	15.2%	25.2%
Grandparents	12.2%	13.1%	11.2%

Source: Field Data

Students Source of Information on Family Life Education

Table 3, discusses the most frequent source of information on Family life education. Findings show that most important sources of information were friends and the social media at 74.3 percent and 70.1percent respectively, teachers at 64.5 percent Region at 61.2 percent, mothers at 60.2 percent, fathers 36.1 percent followed by brothers and sisters at 15.3 percent and 14.3 percent. Grandparents were rarely the source of information (12.2%). This could be due to the fact that they hardly interacted with their grandchildren under the current urban dwelling setup. These findings are in line with studies done by Onyeonoro et al. 2011) that postulate that the main source of information for students is from media and friends.

Students Response towards Family Life Education

Objective two of the study sought to find out students' response towards family life education programme in secondary schools and its effects on sexual behaviour in Busia County. How students rate the importance of family life education either positively or negatively was used as the main indicator to measure respondents' responsiveness. This was captured by the items indicated in table 4.

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Table 4: Students Response Towards to Life Skills Education

Perception	Response (percent) SA/A	U	SD/D	TOTAL
Life skill is important	341(90.2)	10 (2.6)	27(7.1)	378(100)
Change attitude on sexual relations	313(82.8)	14(3.7)	51(13.5)	378(100)
Discourage early sexual activities	271(71.7)	17(4.5)	90(23.8)	378(100)
Help know effects of risky sexual behaviour	343(90.8)	9(2.4)	26(6.9)	378(100)
Know changes taking place in my body	353(93.4)	11(2.9)	14(3.7)	378(100)
LSE promotes self-awareness	342(90.4)	15(4)	21(5.6)	378(100)
LSE promotes self-esteem	323(85.4)	26(6.9)	29(7.7)	378(100)
Develop negotiation skills	274(72.5)	28(7.4)	76(20.1)	378(100)
What we learn is inadequate	248(66%)	30(8%)	100 (26.2%)	378 (100)

Source: Field Data, 2020 n=378

The study found that 341 students (90.2 %) agreed that FLE is important, although 248 (66%) of them noted that what they learnt was not adequate. This finding concurs with the findings of studies done by Obare et al. (2010) which argues that family life education curricula has limited coverage of sexual issues, except when it mentions sexual abuse and sexually transmitted infections.

High percentage of respondents 313 (82.8 %) agreed that FLE helps change their attitude on sexual issues. A total of 271(71.1%) said that it discouraged sexual activities while 348 (92%) respondents agreed that FLE helps students to make decisions on their sexual life. A total of 343 (90.8%) respondents agreed to the fact that FLE gives them information especially on the consequences of risky sexual behaviour, while 353 (93.4%) of them indicated it helps them know changes taking place in their bodies. Majority of respondents; 342 (90.4%) and 323 (85.4%) agreed that FLE helps promote self-awareness and builds self-esteem respectively. At the same time, 274 (72.5%) agreed that FLE gives them skills to negotiate when it comes to sexual pressures. The high percentage or level of agreement among respondents shows that students need family life education and actually benefit from it, and would like the programme implemented. This underscores the need to teach family life education to students. The information will enable them make informed decisions when confronted with matters of sexual nature. The information will particularly help them negotiate safer sexual behaviour and understand that the choices they make today will affect them in the future.

Conclusion and Recommendations

The study indicated a strong desire for students to be provided with family life education, especially on reproductive health, HIV/AIDS/STIs. The need to be equipped with skills to enables them negotiate sexual pressure. Most respondents supported a school-based family life education as it provides them with a safe environment as well as an opportunity to discuss issues freely with their teachers. The main source of information for the respondents was from friends (peers), the media, teachers and parents. There should be a commitment and policy action on the part of the government to ensure that family life education is taught. The government has an obligation to protect, respect and fulfil the sexual and reproductive rights of adolescents.

From this study, it is recommended that timely and age-appropriate family life education should be provided to students. It is also noted that schools are an important venue for prevention and development of early intervention programs for all adolescents in school. It is suggested that the authorities should identify strategies that would effectively enhance the provision of family life education to young people who are already out of school. Despite the importance of the school in providing FLE to students, the role of parents in the provision of family life education to their children is still very important and should not be overlooked.

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Ethnicization and Power Contest: A Historiographical Reading of Ndung'u's 'A Friend of the Court'

Julius Kipkorir A. Chepkwony
School of Education and Social Sciences, Turkana University College, Kenya

Abstract
While focusing on the nexus between popular fiction and history, this paper attempts to resurrect the intersection between the two social constructs. Popular fiction is shaped by the historical environment of the time. This paper demonstrates how Ndung'u, in his book, engages with the historical discourse of ethnicization and power contest within the context of Kenya's politics. It is premised on the exploration of ethnic bigotry as encapsulated in Ndung'u's *A Friend of the Court*. History and popular fiction coalesce in reconstructing the country's transmogrification which depicts the morphing of society. This paper contends that history and fiction are two indices that intertwine since they are social constructs that mirror society. The boundary between fact and fiction, and history and fiction dissolves. The paper reveals a deconstruction process that subverts the essentialist and dominant modes of critical interpretation that privilege and subordinate literary texts on the basis of the dominant historical discourses. It provides an insight on contestation of power as a crux to navigate latitude on the political profligacy. This paper thus situates Ndung'u's selected text, *A Friend of the Court* within the context of the current polemics of dialectics on ethnic bigotry that results from ethnicization of political power contest.

Keywords: Balkanization, bigotry, discourses, ethnicization, historiography

Introduction

The quest of this paper is to illuminate the intersection of history and fiction within the popular genre. Popular fiction is inscribed with history of a given epoch. Kenya's ethnic-based politics often spits its venom during almost every electioneering period making people suffer. The ethnic-power matrix revolves around galvanizing ethnic bases for fanatical support to hold on to hegemonic power. Political power is about mustering ethnic blocks and fronting them in alliances that propel leadership to power. During political contests, politicians 'employ ethnic identity to aggrandize themselves in terms of economic and political power' (Jonyo, 2003: p.159). Ethnic identity is, therefore, a tool that has been institutionalized to perpetuate the political elite in power. This view is amplified by many writers and scholars alike; Teo (2018), Nyaura (2018), Kisaka and Nyadera (2019). They generally aver that ethnicity has been nurtured to propel leaders to power. Ethnicity according to Nyaura (2018), is 'the mobilization of groups sharing a language, culture and ancestry which is the main fulcrum around which national and local politics in Kenya revolves' (p. 17).

The next general election in Kenya is 2022 but the election mood has been set now for the last two years, much earlier before the time already established. The media is awash with politicians traversing the country in search of support in an election that is one year away. Their intention is to muster and build up a strong base of electorates that ensures they remain in power. The political class is drumming up support and whipping ethnic emotions oblivious of the Covid-19 pandemic. The political class whose stark delusion is steeped on creating a

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political niche that preys on the ignorance and gullibility of the multitude continue to peddle their 'agendas' within the country yet Covid-19 is decimating people. It is noted that political leaders sometimes use the pulpit to mobilize what has now become a cliché, 'my people' in dancing to their political tune. The knack to wrestle and possess power is vested on the ability to marshal ethnic or tribal alliances and in effect balkanize the country for political expedience. This fuels political contests that characterize the nature of Kenya's politics.

Ethnic tension is a feature of Kenya's political space and has been used by the jingoistic leadership to narrativize the electioneering period. Nyaura (2018) further opines 'negative ethnicity brings about marginalization, distrust and heightens ethnic tensions and this eventually leads to conflict, for example, the 1992, 1997, and the 2007/2008 post-election violence over sharing of power' (p. 17). The tension becomes fodder and recipe to stalk emotions and aggravate a potentially volatile situation. Political leaders bank on the bigoted and myopic view that 'their' own ethnic group shall support them in toto during contestation for political seats.

This clearly depicts ethnicization of power contest during and after elections in Kenya. Ethnicity becomes a trope that defines Kenya's political topography and a menu of the country's transformation process. Ethnic tension is a historical motif that informs national discourses as it revisits the political arena every five years during election time. These sentiments are amplified by Chepkwony and Chebet (2017) who opine; 'Writers' engagement with politics is not in dispute. Politics shape the everyday life and is a pointer to the country's destiny' (p. 281). Kenya's destiny is, to a large extent, curved by the political class who 'wield' the power of the gods. During political combat, the citizens are reduced to be pawns in their own nation. The mighty class ignites tensions through appealing to their tribal bases to inflate their ambitions and increase their votes. These political chess games are brought out as part of the transition process that is historicized.

A historiographical reading works to situate a literary work within a historical discourse in a given epoch. This concurs with Hutcheon (1999) who affirms that the intertexts of history and fiction take on parallel status. They create a platform for interpretation as both are representations of society. Artists like historians, pen their work from social issues happening in society. Popular fiction emerges as a space that interweaves political happenings with fictional aspects of a novel to generate textuality. This elevates both history and fiction to the same plane; that of being historical repositories of past events. Popular fiction should not be rubbished to the gutter as unworthy and less serious as suggested by Gelder (2004); Fabian, (2007); Newell (2002); Birgit, (2008); Wanjala (1980); Killam (1984); and Shaeda (2009). They opine that the genre should not be taken seriously as it portrays the comic issues of life. In particular, Gelder (2004) avers that popular fiction is a distinct art that deals with entertainment issues that does not depict real issues in society.

This paper strongly disagrees with the above postulations and contends that popular fiction is inscribed with historical concerns that reveal a society in transition. Indeed, popular fiction has not been seriously theorized because of the literary dichotomy that has tended to categorize literary texts in a dialectic manner based on inclusion of historical discourses.

Locating Ethno-Violence and Power Contest

The central thrust of the argument is anchored on the issue that contestation of power is reflective of the ethnic dimension it follows. Ethnicization of politics in Kenya has fuelled ethnically marked violence since ethnicity is used to mediate the politics of survival. This paper contends that popular fiction thematizes political issues that are informed by the country's historical transformation. Murkesh (2006) affirms this when he postulates that literary texts have 'a historical base' (p. 118) that form both the text and the context.

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Ndung'u, in *A Friend of the Court*, recreates a fictional setting of El Molo in Nakuru District, Rift Valley province in Kenya. He recounts the ethno-violence that rocks the region in the run-up to a general election. Balkanization through ethnicization is used as a tool to sow seeds of discord and disharmony. Before the multiparty era, the people of El Molo district co-existed together peacefully, being an ethnically diverse region. The citizens lived in harmony, peace and tranquillity yet they were from diverse ethnic groups. Theirs has been a permanence of relationship based on good neighbourliness and amity. This morphs to bigotry and animosity due to ethnicization of politics. Politicians during campaigns whip up ethnicity as a tool for political mobilization. Ndung'u reveals the extent of this when leaflets requiring the so called 'others' to vacate the area. It is noted that those who belong to the opposition have been 'othered' and regarded as aliens in their own land.

Ndung'u's *A Friend of the Court* points out that the country has just embraced plutocracy and ushered in multi-partyism. The country's divided political scene is shown through the two political parties: the ruling party UKN (the Union of Kenya Nationalists) and the opposition party OKP (One Kenya Party). Their competition seems unhealthy as it is based on mobilizing ethnic blocks into a political duel; in a move equated to the biblical Goliath-David duel. It parallels the grim political situation in Kenya in the run-up to the first multi-party elections. The leaflets that demand outsiders in El Molo to leave or be forcefully evicted become an attestation of how leadership is intent on preserving power at all costs.

One of the characters acknowledges the senseless evictions for those who profess a different political party. Donald Mwihoti, an amoral character by standards of the law, is a representative of the victims and is incensed with impending evictions. He cries out to the government of the day to offer protection to all citizens regardless of their political persuasions. As a compelling character, Mwihoti is too aware that the force behind the suffering is inclined to use unorthodox methods to achieve allegiance, albeit, momentarily. Since he is 'a know it all,' the government of the day attempts to incarcerate him as a way of silencing him. He only comes out as an enigmatic figure who defies definition of a conventional protagonist. In the eyes of the law, he is amoral; a convict who has escaped from custody. His escape is a means to assist Gakeni and Company Advocates to gather evidence against the perpetrators of crime against humanity. His moral slipperiness and agile nature allow him escape the police several times. It also allows him to elucidate the pain and suffering that citizens have gone through.

Mwihoti together with Gareth Maitika, the lawyer, manage to discreetly witness the oathing ceremony in the forest which was presided by politicians. The 'warriors' take oaths to bind them with their ethnic communities. This amplifies the use of ethnicity by politicians to entrench themselves in elective politics. The political class represented by Wakanyugi, is shown as the agents of cleansing. They not only finance oathing but they also incite the youths to fight. The political class is more interested in power retention and preservation in order to remain relevant in the political dispensation. They, thus, circumvent the law by institutionalizing ethnicity and using it for their expedience. Murder, rape and dispossession are visited on the innocent people. Control and retention of power rests on winning an election. This typifies a situation where the powerful elite employ any means possible to perpetuate themselves in power. In effect, it creates balkanization, bigotry and conflicts that results in loss of life and property. Jonyo (2003) acknowledges the grim reality:

> In the run-up to the 1992 multiparty elections (in Kenya), politicians in Rift Valley construed multiparty politics to be a challenge to their domination of the political system… thus became hostile to… foreigners (p. 159).

A Friend of the Court, Ndung'u's selected text, elaborately recreates a situation that depicts a section of the populace worshipping their leaders to an extent that they godify them.

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Blind sycophantic following of a leader based on tribe is an aspect that mitigates against a harmonious relationship. It is shown that an election becomes a recipe to dispossess and dislocate other ethnic groups in order to achieve selfish political goals as is seen in El Molo. It is a tactical move by the political class to entrench themselves in power through divisive politics. Multiparty politics become the genesis of intense conflict. This augurs well with the ruling party, UKN, as regards to multiparty politics becoming a recipe of violence. This parallels with history of the KANU regime in the 1990s. The KANU diehards were determined to see to it that the party won in the 1992 elections. Barasa (1997) agrees that the KANU politicians had predicted and instigated violence that ensued before elections.

This paper observes that the security apparatus is an organ that is expected to serve all Kenyans diligently without discrimination. In El Molo, the ruling party ruthlessly evicts those perceived to belong to the opposition and regarded as foreigners in the district. The police and the security in general are brought out as incompetent, ham-fisted and indifferent to the plight of those suffering. One of the oldest women, Nungari wa King'ang'i is butchered, harmless as she is. The warriors attack in full glare of the security apparatus and this, even forces the visiting Member of Parliament, a former cabinet minister, Paul Wamarema, to shoot in the air to scare the raiders. The sleaze and impotence of the police officers is clearly seen since they do not make any efforts to arrest the attackers who flee to the forest. The raiders attack with abandon. Six people at Ikiria Nyoni are butchered in the most gruesome and brutal manner. Pregnant women are not spared the senseless orgy in the name of cleansing the community from impurities. We are told of the pregnant girl who is brutally chopped into pieces; 'Disorderly slicing had been done to her belly. Its contents had leaped out of her in bloody viscosity ... The almost full-term foetus, denied its sustenance, had been left to die on its own' (Ndung'u, pp. 317-318).

The invaders have been promised material support. As has been observed, the police are helpless in ending the violence. Kanyongolo (1998) corroborates this notion:

> Violence had a strong political dimension and was further heightened by the apparent unwillingness of the police to quell it with the same zeal with which they had dealt with other 'public disorder incidents'-particularly those related to activities by the anti-government protesters (p. 6).

The political class balkanizes the country in order to achieve total compliance. Violence is a tool used to achieve, sustain, and maintain power and triumph in elections. All this is as a result of the impending elections where the ruling party, UKN wants to retain power at all cost. The contestation for power is fashioned in such a way that ethno-violence is instigated by the powerful clique whose immense powers cause jitters across the land. Since they want to hide their dirty tricks, a dusk to dawn curfew is imposed. But this is a gimmick not to allow the world to know what is happening. It is a ploy to intimidate the people to vote in a given pattern that favours the incumbents. Ethnicity plays a big role in securing political offices.

Ethnic intolerance causes divisions which the ruling regime capitalizes on to balkanize the country into political zones. Ndung'u's literary text reveals a chasm that follows an ethnic angle. One ethnic group that causes mayhem coalesces around the ruling party, UKN while the victims of the skirmishes are united in OKP. The divisions are so glaring that the two groups do not mingle even during burials. This paper contends that Ndung'u reveals the historical ethno-violence that makes people lose lives and property as politically instigated. Those whose allegiance is with the opposition are regarded as 'outsiders' and must be 'uprooted.' Ndung'u refers to them as 'madoadoa' meaning that they are people who are metaphorically of different 'colour.' In a political sense, they are people who belong to the opposition; a different political outfit from what is being professed. Power contest that employs unorthodox means is a harbinger of hopelessness, destruction and death.

The powerful egalitarians relocate to their ethnic enclaves to seek for affirmation as tribal chiefs. This is illustrated by Wakanyugi who marshals his tribesmen to the forest. He uses them as instruments to achieve a political mileage. The masses become weapons and shields of the powerful clique of selfish cabals. Through their ignorance and manipulation, they allow the powerful elite to control them fully. The populace ends up with the same incompetent, corrupt and short-sighted leaders because they are blinded by ethnicity. Ethno-violence results from ethnic intolerance, empty promises from the leadership and conflict for political superiority among the various communities. People suffer as witnessed in Ndung'u's text. The pre-dominant ethnic group has the temerity to attack during the day as seen at Anduni Estate. Men armed with machetes, clubs, bows, arrows and long knives emerge from the thickets. They threaten and begin to stone the Member of Parliament's convoy since he does not belong to their ethnic block in terms of party affiliation. Affirming the mingling of history and popular fiction, Wanyande et al. (2003) who are renowned scholars acknowledge the import of negative ethnicity in championing the selfish interest of the political class.

Locating Power Contest within the Judiciary

Popular fiction often functions as a viable social tool for voicing political ills in society. This view is amplified by Odhiambo (2006) whose sentiments offer a broad trajectory to this paper:

> Popular fiction is that kind of literature that borrows its subject matter from the public on issues of contemporary importance to that public in particular contexts…to be of immediate relevance to people's worries, questions, experiences and lives (p. 33).

It therefore depicts a genre that is a voice of the people as it attempts to bring out their concerns. The contest to wrestle power moves to the judiciary since the political goons are freed by the lower courts.

The judiciary is set as a stage where bare knuckles are exchanged between the powers that be and the people whose collective will is conspicuous. Selected text re-ignites the power play between the mighty and the powerless in a combat whose results reverberate to the future. The Worthingtons, who are residents of the area, allow themselves to become the vehicle to seek for justice from the courts. Their desire to curb the senseless killings and wanton destruction is informed by the notion that ethnicity is just a tool used seasonally during power contests to wage war. The courts are clearly seen as a contestation space where the powerful and the powerless converge. The court emerges as an arena in which the state power attempts to dis-empower the citizens and take full control of their destiny; in a way becoming the mythical gods who craft a pre-destined fate. The powerful clique is intent on escaping culpability and political responsibility for both their actions and inactions. Wakanyugi, an embodiment of evil, shows disdain for the court when he blatantly compares it with his burning house where he is forced to run to: '*Hizo court order zenu sio kitu kwangu, are you catching?*' (Ndung'u 2004, p. 238). As an antagonist in the novel, he personifies pretence and hypocrisy that the politicians camouflage themselves in oblivious of the exacerbated ethnic conflict. The selected literary text suggests that justice and fairness for the powerless is as elusive as achieving peace people are yearning for.

The power brokers, including Wakanyugi, are regarded as the masterminds of anarchy and are arraigned in a court of law. They are accused of instigating ethnic violence and causing other people to be dispossessed of their ancestral land and property. Isabella and Stellamarie Worthington are the voice with which the powerless can be heard. To them, the court is an institution that will offer and guarantee justice, fairness and equity. It is a space that gives hope. They seek justice through Rosaly's law firm, Gakeni and Company Advocates who takes the case *pro bono public* (for public good). The main intention is to curb further loss of lives and destruction. The police officers who serve their political masters are hell bent to frustrate the Worthingtons. They offer no assistance, 'we have been to the District and then to the Provincial Police Headquarters –all with the same result' (Ndung'u, 2004, p.102). A frustrated Stellamarie despairs. It allegorizes the frustrations the populace undergoes in the hands of the police. One of the principal instigators, Isaiah Wakanyugi, a staunch member of the ruling party intimidates those seeking for justice with dire consequences. The intimidation is a tactical way of attempting to hide the truth and, thus, continue being in power. Ndung'u depicts myopic leaders who only use their ethnic block to reap the benefits of political power. Where can the defenceless go for respite?

Seeking evidence becomes an arduous task as the government does not will the process to continue. The government is seen as attempting to maintain the status quo through scuttling the court procedure. It creates and disseminates fear to all and sundry in a bid to curtail evidences being adduced. The two lawyers, Gareth Maitika and Rosaly Gakeni, hit a blind wall when collecting evidence. They are met with fearful silences in the rural areas. The screaming silence tells a lot about the impunity of the powerful elite. Donald Mwihoti, an amoral character, as per the comments of the police, readily assists Gareth to gather the required information. From the evidence adduced, it becomes clear that the politicians are the financiers, planners and executioners of the mayhem. The politicians are the ones oathing the warriors to commit nefarious crimes against humanity.

Power at the court of law is still wielded by the corrupt comprador bourgeoisie class. They not only disregard the court summons but they also see it as inferior. The law court's proceedings are never taken seriously since they are aware that other powerful individuals in government fully support them. They remain stoic, defiant and unflinching as they assume they wield immense power. The Court is reduced to a locus of challenging the power of the judges in adjudicating the case. Impunity is witnessed when the power broker, Wakanyugi, refuses to appear in court. The impotence of the police to arrest him energizes the collective spirit of the people. Led by Don Mwihoti, they become friends of the court (*Amicus Curiae*) through the arrest of the politician. This even makes one advocate comment that 'Justice had gone to the dogs' (Ndung'u, 2004, p. 246) because instead of the police securing arrests, it is the aggrieved party. The collective spirit of the masses finds unity against the divide and rule mode that uses ethnic background which politicians employ. The security too has proved that they are divided on ethnic grounds which do not augur well for a young democracy.

How else can one explain the impotence of the Police Commissioner and the Attorney General to initiate and institute criminal proceedings against the alleged perpetrators? It is observed that Gakeni and Company Advocates makes written submissions to the Commissioner of Police and the Attorney General demanding an investigation into the impending attacks. They are met with silence. None had the temerity to reply. It is this silence again that talks. It shows the ruling class being in league with the marauding gang that is bent on causing havoc in the country side. It clearly shows the government's sleaze, impotence and political expedience. Murunga (2011) has documented the political class who limit the ability of the state to 'govern effectively…lining up militia groups whose creation, financing and deployment they control...' (p.10). Ndung'u contextualizes the proliferation of ethnic skirmishes that indicates a compromised judicial system. Since the government readily employs unorthodox means to perpetuate itself in power including cleansing the guilty and abetting violence, it remains to be seen the length of time they will sustain this. The government is intent in controlling the courts in order to achieve desired results.

The government of the day terminates the case through the Attorney general. It shows machination by the government to perpetuate themselves. The government that is afraid of truth is a government that is only interested in power. Peoples' expectation for justice and fairness is deflated. The court has its fangs but cannot bite. The tussle moves on to the High Court where the power of the Attorney General in terminating criminal proceedings is questioned. The court is compromised in its mandate to offer justice. This paper contends that such courts are seen as political institutions to enable a clique of politicians to remain in power. The architects of impunity are set free demonstrating that the cabals of greed, ethnicity and treachery have had their way. The state fails to halt the threat of violence thereby, abrogating its sworn duty to offer protection to its citizens. The power contest at the courts indicates a clear perversion by the architects of impunity in solidifying and amassing power unto themselves. The evil machinations of the government offer a clear indication that power contest does not take into consideration fairness and justice.

There is redemption when the villains are arraigned in the High Court in an attempt to 'right' an injustice that has lingered for long. It captures Gareth's sentiments in his plea to the constitutional court judges:

> The fear for all right-thinking people is whether this…this lunacy in the form of political licentiousness will become a feature of every period leading to a general election (Ndung'u, 2004, p. 369).

The mayhem must be stopped. There is hope that prosecuting the cabinet ministers at the High Court heralds a new dawn in the dispensation of justice during multi-party era. The High Court redeems the image of the courts by being independent and setting a subtle example of how justice can be dispensed with. The expectation that reverberates in the High Court is a stark reminder that the government institutions should function in a non-partisan manner so that the populace can be served selflessly. History of Kenya's plutocracy which showed the country's perilous roadmap to the future is captured by Ndung'u's selected text.

Conclusion and Recommendations

This paper concludes that history and fiction's intertwining is efficacious in so far as ethnicity is weaved as an idiom during political contest. Reading Ndung'u's *A Friend of the Court* using New Historicism lens provides a window through which the textualities of history and fiction are appreciated as they manifest Kenya's transmogrification. The selected text weaves a coherent and complex plot that undulates in intensity and captures the simmering tension and flames of bigotry as a result of polarized politics due to an ethnicized political environment. The leadership of the region elevate themselves as demi-gods whose word is law. In an attempt to perpetuate their hegemonic hold to exclusive power, they instigate ethnic cleansing, in order to achieve homogenous society. Their ascension beyond the laws of the land, albeit momentarily, bequeaths them with an air of arrogance, pride and self-conceit.

The cabals of bigotry demonize opposition leadership and spit venom on the political landscape that oozes with pus of violence, rape and forced dislocation. Gory descriptions of death are shown as the attacker and the attacked clash in a battle instigated by the power barons. The ethnic conflict is a manifestation of 'power (that has) become a dreadful thing when applied unjustly' (Ndung'u, 2004, p. 375). It initially consumes those who have been 'othered' and marginalized from main stream politics. Seen as having bastardized the laws of the land and disrespected the sanctity of human life, the power pawns come out as a breed of demonic power-hungry maniacs who are only intent on circumventing laws to achieve power. This paper espouses the power hungry leadership that deploys the ugly side of ethnicity as an index of power exclusion. Forceful evictions capture the negative aspects of ethnicity that the leaders prey on and fuel their appetite for political offices. It is evident that power and ethnicity are two poles that converge during election period in Kenya. The political barons' archaic way of dominating the politics of the day is self-serving.

While mingling both fiction and history as two textualities that intersect, Ndung'u in his text, *A Friend of the Court* invites readers to consume Kenya's troubled historiography in the 1990s during the clamour for democratic space. He deconstructs and destabilizes the grand narrative from the hegemony and rearticulates the metanarrative of the victims, the affected citizenry. The study established that injustices meted on people in the quest to scuttle the clamour for democratic space coupled with incarceration and intimidation become a historical scar in the country's archives of happenings. This paper opines that history and literature cannot be divorced from one other. Historical discourse can beef or be supplemented by literary discourse as both emanate from society. They complement each other in recreating happenings in society. None is seen as superior to the other in representation of events within a given time frame. The study has arguably challenged the monolithic view of dichotomizing literature on the strength of inclusivity or exclusivity of socio-cultural and historical complexities.

This study was limited to excavating the intersection of history and fiction; in other words, fictionalization of history from the perspective of popular fiction writer. It is recommended that the motivation behind the avaricious leaders' appetite to muster more power can be explored further in order to understand their mental aptitude and disposition.

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Albinism as a Literary Trope in Goro Kamau's Ghosts and Fortune Hunters

[1]Stephen Mutie, [2]Albert Rutere
[1]Department of Literature, Linguistics and Foreign Languages, Kenyatta University, Kenya
[2.]Department of Literary and Communication Studies, Laikipia University, Kenya

Abstract
Debates on the centrality of literature to the modern man have been steadily gaining momentum in literary circles. Writers have also been accused of their disinterest stance in issues that hound the 21st century society. This paper examines albinism as both a literary motif of exposing and indicting other myriad problems affecting modern society and a symbol of resistance in Goro Kamau's *Ghost and Fortune Hunters*. The paper argues that since Kamau gives the narrative of albinos' predicament, he opens other layers of social, political and economic issues affecting the ordinary person in the society, most of which are a product of modernity. The problems range from poverty, corruption, crime, abuse of the law, only to mention a few. Indirectly, the author indicts modern society for marginalising the albinos simply because of their skin colour. By critiquing modern society, the author becomes a conscious examiner of his community. This argument is primarily located within the ideological lenses of postcolonial theory and supplemented by the reader-response theory. Using these theories, this paper examined albinism as a trope for highlighting and condemning issues like poverty, corruption, crime, and abuse of law. The paper obtained its primary data for analysis and presentation from a close reading of the selected text. This study will immensely contribute to literary criticism of children and adult literature as well as literature, politics, and social justice, among other related disciplines.

Keywords: Albinism, fortune, ghosts, hunters, marginalisation, unmasking

Introduction: Postcolonial Reading of Human Experience in the Modern World

> What he, like his mother, did not know was that the sun was not the only enemy he had, nor indeed, the most vicious [...] (Kamau, 2016, p. 3).

The argument fronted and pursued in this paper is that writers of creative works, though relying strongly on the power of imagination, consciously lay bare the ills plaguing modern society to point out a universal socially acceptable right direction. The aim of the paper is not merely to rescue or seemingly save writers from the perennial blame of their disinterested stance on matters of societal growth and morality, but rather an examination of modernity and its interplay with theory; how modernity is critiqued within postcolonialism and how a writer holds the bastion upon which this critique is advanced. Equally, the reader's reading and interpretation of a text using the reader-response theory closes the gaps unconsciously left out in the text by the writer and thus gives some reasonable criticism. Essentially, good literary criticism is more than just reading and interpreting a piece of literature. It contains a curiosity about human experience and an eagerness to achieve understanding, offered by an author.

The author goes beyond the Platonic 'imitation' to see, hear, and feel the pureness of thought in writing. Writing becomes an enlightening experience that penetrates through historical debris, searching through the deep recesses of humanity to get to the hidden thoughts underneath the consciousness. To realise this core function of literature, a theory is always used as an excavation tool. In this paper, we examine Kamau's (2017) *Ghost and the Fortune Hunters* (hereafter *Ghost*) through the prism of postcolonial and reader-response theories.

Essentially, postcolonialism implies both a situation coming after colonialism and a situation in the heritage or aftermath of colonialism: both an ongoing liberation and ongoing oppression. Like feminism, postcolonialism aims to give voice to an oppressed group by understanding and critiquing oppressing structures and articulating and encouraging liberation and revolution. In this case, the group has lived under the imperialist domination of western colonial powers. On the other hand, reader-response theory assumes a text written has some gaps left out by the writer and requires the reader to fill in to come up with a coherent interpretation of the text. Wolfgang (1978) concurs with this view and argues that '[R]ather, the text produces certain "blanks" or "gaps" that the reader must attempt to complete: the reader "is drawn into the events and made to supply what is meant from what is not said"' (p. 24). This theory gives a leeway to the reader to appropriate his literary and world experience in appreciating the text.

Fish (1980, as cited in Bernett and Royle, 2004, p. 13) observes that 'every reader reads according to the conventions of his or her "interpretive community". Arguably, the individual's criticism of the text leaning on this theory, will in most part, be determined by the conventions of reading that he or she [critic]has been educated into within a particular socio-historical context'. Further, Holland (1980) observes that 'interpretation [for our case the text] is a function of identity' and indeed 'all of us, as we read, use the literary work to symbolise and finally to replicate ourselves' (pp. 123-124) within the writer's experiences and our interpretation. Reader response is central and becomes a coordinating tool for other theories in the overall reading, understanding, interpretation, and appreciation of any text.

Concerning the world, literature is an imitation of the ideal world, the world of thought. It is the human being that thinks; thus, literature will go further and be shaped as the experience of humanity improves. In discussing reading literature, Diane Elam says that something always remains in literature; 'a residual, a leftover from the past demanding to be thought as a question for the future' (Widdowson, 1999, p. 30).

Locating this paper within the postcolonial and reader-response theories, albinism, especially the protagonist of the text under examination in this paper, becomes a body of contestations. The main character is nicknamed 'ghost', a tag that invisibilises him, giving the visual illusion of fulfilling the aims of the civilising mission if one perceives the 'whiteness' of the albino to be the same as that of the coloniser. However, as a marker of differentiation, the 'whiteness' in the main character's body, the location of his 'whiteness' on the body that is supposed to be 'black' implies denigration. For Charles Martin, this figure 'embodies the desire of the coloniser to strip away the traditions and culture of the colonised people and to replace them with a duplicate "whitened" citizen' (Martin, 2002, p. 6). The identification of the external whiteness of Kaboci's body in this way perversely fulfils Fanon's conclusion in *Black Skin White Masks*, the hate-love-envy triad that characterises whiteness. This troubling whiteness of the albino unbalances the very foundations of racial identification, undermining the constructed differences upon which the colonial system relied.

The contradiction of the ideal and repulsion discernible within this understanding of 'whiteness' in the text under study shows that albinism in literature needs more scrutiny. This contradiction is in agreement with Blankenberg's warning that to interpret albino skin purely in terms of the values ascribed to it by the society 'would mean contextualising the albino within a racialised society, where the connotations of blackness include "savage", evil and bad;

and those of whiteness include good, purity and civilised' (Blankenberg, 2000, p. 9). The white attributes are elevated and erroneously and become coveted. This might as well inform the origin of the nickname 'ghost'.

As shown in the course of this paper, in *Ghost*, Kamau critiques the evils that permeate the (post) modern society. He does this within the theoretical lens of postcolonial theory, which by its very basic form, explores the social, political and economic consequences of colonisation, and the continuation of colonial legacies (seen through the jaundiced understanding of whiteness), especially in the postcolonial period. The theory also locates modern society within hybridity. The paper unearths the extraordinary search for money, in *Ghost*, as a benign criticism of modern society; the consequences were massive that the colonised world continues to address them by using other avenues, rewriting its history and literature. Arguably,

> Postcolonial theory examines the origins, effects, and both immediate and long-term political, cultural, and social results of Europe (as well as America's) colonialisation of different cultures and regions of the world through the study of various literary texts which depict, sometimes celebrate, and critique and disparage the act of colonialisation (Barry, 2002, p. 27).

Postcolonial theory continues to address the later effects of neocolonialism as explored in the postcolonial literary texts by writers from the former colonial world. Precisely:

> Postcolonial theory questions and examines the expansionist imperialism of colonialising nations and cultures and the set of political, social, and cultural values (some of which are still in place) which support imperialism, with special attention given to the complicated relations that occur between the party who colonialised and the party which colonialised […] Postcolonial theory attempts, furthermore, to recoup the lost histories of the colonialised subjects and reveal the ways in which colonialisation empires have shifted and erased the identities of the colonialised subjects (Barry, 2002, p. 27)

By extension, the postcolonial theory is used by some literary writers from former colonies to put records straight regarding the coloniser and the colonised encounter while showing the way forward for the latter. Therefore, this paper examines albinism as a mark of marginalisation and a quarry of fortune hunters in Kamau's *Ghost*. To buttress the argument and anchor it in a compelling reading, understanding, interpretation and appreciation of the text, the reader-response theory will supplement the postcolonial theory.

Albinism as a Motif of Unmasking Other Layers of Issues in the Text

Kamau's *Ghost* is a novel that principally addresses albinism as a disability that invisibilises. In this invisibilisation, albinos are denigrated as sub-humans and as magical items. Criminals like Gitene and Kibet see money in them and not disability. The 'whiteness' in their pigment is of value for human only when satiating their selfish appetites for money. Albinos' welfare is wished away. Although this albinism would have been one dimension, the novel is a multifaceted text that discusses crime, alcoholism, poverty, women marginalization, poor leadership, and tribalism.

Another thing is that poverty is explored in slums which have a ghost-like atmosphere. Kaboci can only do assignments using street lights because they have no power in the house. There is also the issue of contrasting judicial systems in Kenya and Tanzania. The Tanzania system is fast compared to Kenya, where criminals like Kibet, Gitene and Machage would have been subjected to a protracted process, thus delaying justice.

Albinism is an inherited condition with a relatively high prevalence in populations throughout sub-Saharan Africa. People with oculocutaneous albinism have little or no pigment in their hair, skin and eyes; thus, they are visually impaired and susceptible to the damaging effect of the sun on their skin (Baker, 2008). Aside from the health implications of oculocutaneous albinism, there are also significant sociocultural risks. The impacts of albinism are severe in areas that associate albinism with legend and folklore, leading to stigmatisation and discrimination. In regions of Africa, those with albinism may be assaulted and sometimes killed for their body parts and for use in witchcraft-related rites or to make 'lucky' charms.

The depiction of albinism in literature, especially the portrayal of people with albinism in film and fiction, has been asserted by albinism organisations and others to be largely negative and has raised concerns that it reinforces, or even engenders societal prejudice and discrimination against such people. There is evidence to show that social processes and practices severely affect children with albinism and as such, they face significant 'barriers to being', most seriously, their right to life and protection and the right to freedom from discrimination. The last decade has seen increased attention to the treatment of people with albinism in several African countries, particularly the peril they find themselves in due to stigma and superstition.

As a way of countering these misconceptions, there has been educative activism from legal, medical, and religious perspectives. Lipenga and Ngwira (2018) drawing upon a different discourse; literary representation, argue that in selected African novels, the authors employ a variety of strategies that counter harmful stereotypes about albinism, and in the process act as literary interventions that enable an appreciation of the person behind the skin condition. Drawing from insights in Literary Disability Studies, their discussion examines the representation of albinism in four African novels, and highlights the way albinism is presented as a bodily condition that intersects with other experiences on the continent, including indigenous epistemologies, gender, sexuality and family relationships.

According to Baker (2010), the visible difference of people with albinism in sub-Saharan Africa has appealed to writers and film-makers. Still, almost all have struggled to describe this figure as they grapple with the inadequacy of the language of race, colour and disability. With few exceptions, their attempts to explain the albino body in terms of existing categories as 'white', 'disabled' or 'different', have been founded on speculation and stereotype. Thus, the negativity surrounding albinism in much of contemporary sub-Saharan Africa pervades fictional writing about people with the condition, resulting in part from how bodily difference and deviance are presented as integral to shaping their identity. The negativity surrounding the albino operates as a form of negation, an attempt to push this figure to the bounds of society which as Kamau's *Ghost* demonstrates, functions to reinforce the difference of the albino as other to protect and confirm the normality of the self. The need to explain the prevalence of beliefs and stereotypes that continue to shape perceptions of people with albinism and attempts to classify and control is reflected in the themes of deviance, marginality and exclusion integral to Kamau's fiction. Kamau's *Ghost* portrays the fear surrounding the albino figure, which often results from ignorance of the genetic origins of albinism, apprehension about the unknown, and the notion of the potential threat posed by the albino body.

Both parents reject Kaboci, the protagonist in the *Ghost*, due to albinism, which greatly affected him psychologically. The delivery of the child did not help to alleviate the pain and disillusionment in parents. Kibet, the father, outrightly rejected the child and accused the mother [wife] 'for cheating on him with a Whiteman'(Kamau, 2017, p.8). Even after the doctor explained about the albino child, Kaboci's father was not contented. He turned to his mother and retorted, '[A]nd told me[wife] that they don't get such children in his family! He said the child was cursed, that I should go and sort out the matter with the family' (Kamau, p.18). Equally, Kaboci's mother secretly shelved the doctor's explanation and thought her child was cursed; 'Somehow, I thought the child was a punishment for defying our elders' (Kamau, p.19). Note that after the Molo clashes, Kibet was advised by his people to discontinue as a husband to Kaboci's mother. However, he defied them and fled with her to Nakuru town.

In the *Ghost*, Kaboci lives with albinism. Nicknamed 'Ghost' by his classmates, he is kidnapped by 'fortune hunters' as he goes to school. The thugs hope to get rich by selling the boy to witch doctors in Tanzania. Fortunately, their plan goes burst, and they are arrested and swiftly jailed by Tanzanian authorities (Wafula, 2016, p. 12).The high premium put on albinos is total absurdity. The idea of selling Kaboci was at an advanced stage. The coffin to transport him to Tanzania as a dead person had been ordered by Gitene and Kibet. They will soon seal the deal. Gitene boastfully tells Kibet, '[S]o far so good […]. He gave Kibet a high five and went on, 'By the end of next week, if all goes well, you'll have crossed the bridge. From poverty to wealth, just like that!'(Kamau, 2017, p. 57). Kibet would want to dispose of his son quickly. He tells Gitene, '[T]hat boy, he really turned my life upside down, I tell you!'. He says further, 'I thought the boy a curse. And I think I was right too' (Kamau, p. 57). Even further, Kibet had selfishly thought that if Kaboci was got rid of, he would have a reunion with Miriam. Kibet observes to Gitene, '[W]hat I hope is that Miriam and I can get back together once the boy is out of the way. She was my first love, after all. My teenage flame if you like […]' which I need to rekindle. The intended sale of Kaboci is illustratively motivated by poverty and affinity to material lie. Simply, the urge to get rich quickly.

Arguably, Kenya, as a postcolonial state, has received its fair share of troubling social evils. Most of these revelations are dramatised in literary texts. Kamau's *Ghost* shows how stereotypes can prompt conflict; how they can be a shield from other pressing concerns. Good African popular writing often functions (as this text does) to address serious social issues which need to be brought out of the rather isolated scholarly circuits of sociology, social anthropology, cultural studies and the like, and such texts can be seen as contributions to public debate uncompromised by discernible political affiliations or pompous officialese. Kamau's *Ghost* picks one direction that this unsettling and worrying search for wealth has taken. The absurd selling of people suffering from Albinism! Mr Tiampati, the proprietor of a Kiosk, indicts this practice after reading the article on Kidnapping and killing of albinos. He concludes that the African leadership was insensitive to this horror. He reflects and concludes:

> Africa's greatest curse is leadership having eye sightless than that of a fly, a leadership that saw no further than its immediate crave for power and wealth and the greater majority of the people still mired in poverty, ignorance and disease. It was hardly any wonder that such things happened (Kamau, 2017, p. 40).

Therefore, the intended sale of Kaboci is casual because the end product of it is to enable people to get rich. As Fridah, Kaboci's aunt observes, young people, especially in Nairobi are in a hurry to get rich. 'YOLO- that's is their motto these days' YOLO means 'YOU ONLY LIVE ONCE'[…] 'They say get rich as soon as yesterday or die trying'(Kamau, 2017, p. 92). This attitude is widespread in other parts of the country and no wonder, Njomo, the bully, resolves that he would not die like his poor drunkard father. 'One day, he would get rich or die trying […] '(Kamau, p.90) and indeed it came to pass when he joined the notorious gang-WASP.

Ghost is a novel of great psychological depth and insight: a clear departure from our writers' fascination with adventure for the sake of it as if that's all young readers can handle. Astutely, Kamau weaves his story through the rough terrain of the protagonist's birth and his rejection by his father because of being an albino; his eventual academic prowess, and his father's botched attempt to sell him to a witch in Tanzania, to be hacked to death**.** Indeed, using the psychology of the mind, the reader can follow the narrative, especially to understand what motivates the characters' actions. Kaboci's rejection and the stigma made him make a resolution and remain resilient to make a difference in his condemned life, '[A]nd every morning on his way to school; he vowed that things will not always be so hard. Just wait until I am through with the school-and watch this space'(Kamau, 2017, p. 6). Essentially, Kaboci's resolution made him excel in school. He dreamed of becoming a medical doctor and empower his mother; he thought his albinism brought her misery.

Conversely, Njomo's traumatic upbringing by a poor and drunkard father and the environmental conditioning to crime catapulted him to join the terror WASP gang enroute to quick riches and to prove to the world that what matters in life is good living regardless of the crude means to success. Since Njomo had unfinished business with his father before the latter died, it may have psychologically affected him. Njomo wanted to take a shortcut to riches. Precisely, to be like some of his celebrities in the movies he had watched that are moneyed and surrounded by beauties [women].

Although Kamau has been writing for a long time, it was with the short story 'When the Sun Goes Down' (in School Anthology) that he came to the literary world's attention. In *Ghost*, he bravely speaks truth to the political corruption and indifference that makes such crimes possible. Few scholars have tackled the debate on the plight of Albinos in East Africa. The novel ventures into a subject that has been given a wide berth by leaders, scholars and writers alike, a subject always spoken of in whispers. Obviously, in writing this novel, the writer did his research on the lucrative business of selling albinos for mundane practices. Kamau writes that albinos are usually hacked to death like the way 'ravenous hyenas or wild dogs run down a prey. Biting off chunks of meat as the victim runs howling in agony in a desperate bid to save life'. Machage, one of the abductors of Kaboci underlines '[T]hat's exactly how the witchdoctors do it'; to get body parts for their trade. Machage continues to say, '[T]hey have hordes of albino hunters who run down a victim. They claim that the adrenal rush that is triggered when the unfortunate victim tries to save his life is what brings out the potency in the charm!' (Kamau, 2017, p.126) given to people, especially politicians, to outdo their rivals.

Kamau's assault on this evil trade is three-pronged. The novel discredits the belief that albinism is a curse from God. The author boldly advances the idea that albinism is not a curse but a *congenital disorder that affects about one in 20,000 people worldwide. Those who discriminate against people suffering from albinism are depicted as not only unfeeling but exceptionally evil. Kamau's work denounces this belief not only as retrogressive but also dehumanising. Kibet, Kaboci's father rejects his son and wife because of this retarded culture. Even the doctor's clear explanations do not liberate his senseless self. Kaboci's mother almost bows to this nerve-wrenching belief, but she forges ahead and gives her son the love and support that he requires. However, occasionally when down-with usual women's gossips, she revisits her first reaction to Kaboci's birthday. One time, Kaboci overheard his rejection by his mother when he was born. This creates some kind of psychological torture; hence, his overreaction to the slightest provocation.*

*Tied to this belief that albinism is a curse from God is the cruelty of human nature. An image of Kaboci with '*his bleached skin, making him stick out like a flag post wherever he went, with the wide-brimmed hat with those ridiculous straps that his mother insisted he tie under his jaws' (Kamau, 2017, p. 22) with other learners like Njomo and his ilk calling him a Ghost, is a tragic sight. The description falls heavily on our sympathetic selves, and one feels like running and embracing the young boy, hiding him from the cruelty of the world. In one of these low moments, Kaboci's mother advises him:

> It's unfortunate that some people can be so cruel, but you must learn to forgive them because it's only that they don't know what they're doing, how they make you feel...Yes, you'll sometimes feel depressed and that's okay. What you should never do is to allow sadness to dominate your life because it is when that happens that you might be moved to do something terrible (Kamau, p. 22).

Indeed, at one point, the boy attempts suicide. The text is about humaneness if there is such a term. People should be fair to others regardless of any shortcomings they have or disability, the case of Ghost boy, poverty and many others. There should be justice for all. Why sell an innocent child like Kaboci? Kibet, the father, is vindictive, and he wants to get rid of the boy and come back to Miriam. Not because of love but to punish her further by infecting her with HIV/AIDS.

The final thing that inhibits people with albinism, Kamau's *Ghost and the Fortune Hunters* intone, is witchcraft. This forms the gist of the novel's thesis. Coldly, Kamau lays bare the lingering fear that in East Africa, particularly in Tanzania, some people believe that charms made from albino body parts have magical powers and could bring great fortune and power to those who could afford them. The figures are shocking. According to UN figures, at least 75 Albinos, including children, have been killed in Tanzania since the year 2000; many hacked to death. According to a Red Cross report, witchdoctors will pay as much as $75 000 for a full set of albino body parts (Kamau, 2017: p. 40). These figures should worry us. The selling of Albinos to the witchdoctors and the cruel way in which they are killed is the height of dehumanization and objectivising them. Therefore, Kamau's novel is a severe indictment of a society that claims to be ethical and religious. It condemns this distressing treatment of some members of the community, the senseless killings of Albinos.

Ghost is a novel about disability and an albino's dreams for a bright future, about the problems and aspirations of young people and crime and punishment. The way Kaboci manages to escape from his captors even before they are arrested gives the reader hope that despite challenges, Kaboci will ultimately realise his lofty life's dreams. At the novel's closure, the battle between Mother Rabbit and the Black Snake about to eat the small rabbits is symbolic. Mother Rabbit rescues her children from the intrusive Black Snake by delivering the final blow, which kills it. Eventually, the children are rescued the same way Kaboci is swiftly and timely rescued by the Tanzanian police and the court that passes deserving judgment on the abductors. However, in as much as Kamau gives the narrative of albinos' predicament, he opens other layers of social, political and economic issues affecting the ordinary person in the society. The issues range from poverty, corruption, crime, abuse of the law, only to mention but a few.

Albinism as a Literary Trope in Ghost

This paper argues that Kamau's *Ghost* uses albinism as a literary trope to expose other myriad layers in our societies. In addition, albinism has been examined as a trope for highlighting and condemning issues like poverty, corruption, crime, and abuse of law, which impede the progress of the common man. Some of these layers are corruption, greed, and stigmatisation. Kaboci, the novel's main protagonist, is used to advance the kind of stigmatisation levelled against an 'albino identity'. The symbolic trope of albinism is manifest in the association of the wearing 'his wide-brimmed hat […] which made him look like a clown' (Kamau, 2017, pp. 1-2). In the first part of the novella *Ghost*, Kaboci has been forced to learn that his bleached skin (making him stick out like a flag post) is not normal and that he should hide it from 'the enemy in the sky' (Kamau, pp.1-2). At the same time, the figure of Kaboci occupies a liminal space on the boundaries of society, physical acceptability and race; the chromatic ambiguity of the albino body permits certain freedom.

The stigma associated with albinism brings other issues in post-modern society, especially in the East African region. One of such issues is the cruelty of human beings who pride themselves on normativity. The trope of albinism attacks the body and presents it as dead. For instance, Kaboci's mother says: 'it's unfortunate that some people can be so cruel', she had said, 'but you must learn to forgive them because it's only that they don't know what they're doing, how they make you feel…' (Kamau, 2017, p.22). In another instance, some men jump towards Kaboci for an embrace of luck: 'hey, man. Give me a hug-for luck!' (Kamau, p. 23). Thus, the albino body reveals the very threat of the indefinable or the marginal to be bound up in the potential loss of distinction between self and other, a notion central to Kristeva's theory of the abject (Kristeva, 1980, p. 64). For Kristeva, the abject refers to the human reaction to a threatened breakdown in meaning caused by the loss of the distinction between subject and object or between self and other. The primary example used by Kristeva to demonstrate what causes such a reaction is that of the corpse, which traumatically reminds us of our materiality (Kristeva, 1980, p. 65). Kristeva's reference to the corpse is significant here, given the close and often-explicit association made between the albino body and the cadaver.

Conclusion

This paper has presented a postcolonial reading of albinism in East Africa. It has examined albinism as both a literary motif of exposing and indicting other myriad problems affecting modern society and a symbol of resistance in Goro Kamau's *Ghost and Fortune Hunters*. This argument was bolstered by data that showed that Kamau protagonist, Kaboci, was invisibilised by the markedness that dehumanised him. Additionally, as the paper has shown, although the author gives the narrative of albinos' predicament, he opens other layers of social, political and economic issues affecting the ordinary person in the society, most of which are a product of modernity. Like most modern families, Kaboci is raised by a single mother; there is poverty, corruption, crime, and abuse of the law, affecting contemporary society. The paper has shown that Kamau's creation of a protagonist with albinism, and the inhumane treatment this protagonist goes through in the hands of a modern father, modern classmates, and neighbours demands consideration of how the modern world of *Ghost* is structured. Kaboci's albinism makes him a figure straddling on terrible terrains full of greed and betrayal. The recurrent definition of the albino in terms of continued adherence to binary oppositions reinforced under colonialism, which the body of the black African albino at once emphasises and undermines, reveals that choices between black and white and the values attached to them continue to hold currency in East Africa. Indirectly, the author indicts modern society for marginalising the albinos simply because of their skin colour. By critiquing modern society, the author becomes a conscious examiner of his community.

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Examining the Social Media Discourse: Towards a Linguistic Study of Facebook Posts Among a Selected Group of Kenyan Internet Users

Florence Muthoni Mwithi
Department of Literary and Communication Studies, Laikipia University, Kenya

Abstract
The sheer online ubiquity of Facebook is astounding. Facebook is changing the way billions of people in the world relate to one another and share information. A rapidly growing body of research has accompanied the meteoric rise of Facebook as researchers from diverse fields carry out studies on the site. This paper recognises the utility of FB as a novel tool to examine and interpret linguistic features for a selected group of Kenyan FB users. The article discusses and analyses the linguistic features in Facebook posts. Herring's (2004) Computer-Mediated Discourse Analysis (CMDA) theoretical framework is applied to analyse the linguistic features. Online questionnaires were used to obtain data.

Keywords: CMDA, Facebook, FB, Kenya, linguistic features

Introduction

In general, Facebook (FB), and indeed, Social Network Sites have come under attack as the cause of linguistic deterioration. This paper examines what linguistic features are standard among Kenyan FB users, what identities these FB users present and what motivates them to use FB. The article, therefore, provides many new opportunities for studying human behaviour that previously had to rely on behaviours that were difficult to assess (for example, making friends, chatting). The behavioural residue left on Facebook provides a compelling source of measurable behaviour traces (Graham et al. 2011). It is helpful to think of Facebook as an ongoing social activity database with added information in real-time.

This discussion begins with linguistic features common among Kenyan FB users then proceeds to analyse the marked linguistics features of eight respondents. The sample consists of 8 purposively selected FB friends who are assigned the symbols F and M to indicate female and male Facebook respondent or participant and the numbers 1, 2, 3, 4 indicates the first, second, third respondent and so on. Therefore, for instance, F1 means first female FB respondent/ participant, and M1 means first male FB respondent.

Linguistic Features of Facebook in Kenya

One approach to analysing internet content that extends the traditional notion of what Content Analysis (CA) is and how it should be applied is Computer-Mediated Discourse Analysis (CMDA). The basic methodology of CMDA is described by Herring (2004) as language-focused content analysis supplemented by a toolkit of discourse analysis methods adapted from the study of spoken conversation and written text analysis. Regarding the implementation of the 'coding and counting' approach to CMDA, Herring (2004) lays out a five-step process that resembles that for classical CA:

1. Articulate research question(s);
2. Select computer-mediated data sample;

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3. Operationalize key concept(s) in terms of discourse features;
4. Apply method(s) of analysis to data sample; and
5. Interpret results

The third procedure by Herring (2004) will be applied to analyse the linguistic features. Herring proposes that the researcher ought to operationalise critical concepts in terms of discourse features. To this end, the researcher ended up with the specific features (see table 1), which emerged from the data itself and assisted in the systematic analysis of the language used on FB posts. The total number of words on the wall posts was 7680 words.

Following the categories the researcher operationalised, 413 words, including 19 emoticons, made up the notable features that the researcher was looking for and aptly called 'linguistic features'. The term 'linguistic features' in this study refers to the marked forms/deviations from the standard forms and not the sum of all the features (standard and variations) as is the norm. The unmarked features (standard forms) do not warrant analysis for the study's intents and purposes. The study's concern is the marked forms; therefore, they will form the basis of research. Table 1 represents the occurrence of the linguistic features in the FB posts.

Table 1: Marked Linguistic Features of The Wall Posts and Comments of The Eight Respondents for Three Months

	Linguistic Feature	Example	Frequency unit/word	Percentage frequency %
1.	Non-standard orthography		301	72.88
	1. Phonetic spellings	Hapi, gal	58	10.78
	2. Colloquial spelling			
	i. The omission of consonant at word-initial or final	Meetin, doin	76	14.04
	ii. Reduction or omission of vowel in spelling	Ths, pls	67	16.22
	iii. Conventional SNS acronym/ abbreviation	LOL,NKT	18	4.35
	3. Prosodic spellings			
	i. Lengthening practice	Hahaha,greet	30	7.26
	ii. Error in capitalisation	NEED HELP	23	5.56
	4. Homophone spelling	4 U, I another	29	7.02
2	Code-switching: Either: English/Swahili Swahili/English English/vernacular English/Sheng/ Kiswahili	Mvua inyeshe and your clothes are on the line….. Whoever wants gej anipate tao saa mbili…….	93	22.51
3	The use of various Symbols and Emoticons	😊😊😊 :(	19	4.6
	Total		**413**	**100**

Source: FB Wall Posts of the Eight Participants

As shown in Table 1, non-standard orthographies carry the chunk of the marked linguistic usage on Facebook at 72.88 percent. Non-standard spellings are commonly used and accepted in such a space as social media compared to regulated spaces where standard forms are the norm and highly valued, such as academic and business discourses. Social media has the limitation of 'space' if you consider connecting online via mobile phones or even the computer.

Code-switching has a total of 93 occurrences which amounts to 22.51 percent of the total marked features. This percentage is relatively small when compared to the total marked features recorded. The expectation was that since Kenya is multilingual, there would have been more instances of code-switching, but this was not the case, perhaps because of the education level and social status of the chosen group. However, the choice of vernacular and Kiswahili is in contestation to the hegemonic position of English in Kenya. The last category of the notable linguistic features included the use of smileys and emoticons. As can be seen, the total percentage of this feature is 4.6 percent. This is a tiny percentage when compared to the other components. This particular feature of smileys is available on the FB application. It can be said that most FB users are either not conversant with their usage or find it cumbersome and time-consuming to open the feature and copy and paste the emoticons in the various places appropriate in their posts as they write them. That extra effort and time is what these users lack and therefore, emoticons are scarcely used. Details of each linguistic feature are provided in the following discussion.

Non-Standard Orthography

The term 'non-standard orthography' is used in this study as a general term for spellings that deviates from standard (codified) orthography and/or do not occur in formal writing. In this sense, it is meant to include both the transfer of spoken language features to writing and proper modifications of signs that are not related to spoken language facts. Non-standard orthography for the current study included any word that deviated from the standard writing convention by combining letters and number homophone, reducing initial consonant (initial or final), reducing vowels in spelling, or using of one letter that represents a word.

The analysis of these non-standard orthography reveals some essential points about spelling choices as a communicative resource used to suit different purposes according to each 'social and cultural context of orthographic practices' (Sebba, 1998, p.36). Non-standard spellings are commonly used and accepted in such a space as social media in contrast to regulated spaces where standard forms become the norm and highly valued, such as academic and business discourses. Social media has the limitation of 'space' if you consider connecting online via one's mobile phone, or even the computer. The internet connection cost per click is also limiting, and as such, one has to be very fast and economical with the spellings to surmount the said limitations. On the other hand, the recipient of the posts and comments do not enjoy the luxury of time and space and would instead read and respond to a shorter post than a long one.

The analysis presented in this section is based on a distinction between spelling on the one hand, and their usage on the other. Facebook users have various graphemic resources at their disposal, some bearing a relation to spoken language, others being purely graphemic manipulations. The graphemic resources attested in Facebook posts are discussed in four types based on graphic-phonic relations; phonetic spellings, colloquial spellings, prosodic spellings and homophone spellings.

Phonetic Spellings

This term is restricted to standard pronunciation representations not covered by standard orthography, as in English 'wuz' for was (Balhorn, 1998, p.60). Other examples include 'gud' for good, 'gal' for girl and 'thx' for thanks. This category of features consists of words that are spelt as a representation of standard pronunciation. The English alphabet contains 26 letters made up of 21 consonants and 5 vowels. The Kiswahili alphabet is also Latin based and is similar to the English alphabet except that Kiswahili language does not make use of *q* and *x*. Each of the alphabet letters has a pronounceable sound based on the standard pronunciation of single letters as learned in school, for example [ar] for *r*. Some of the alphabet letter pronunciations are identical or close to the pronunciation of some words. The substitution of these words with the single letters that sound similar is prevalent in CMC texts. The following posts exemplify this first feature.

Text 1

M4: *<hapi birth dei Madam ****JIENJOY >*
(happy birthday madam****ENJOY YOURSELF)
M1: *<LAZANIA- at the panari hotel>*
(Lasagna-at the panari hotel)

In the first post, the word *'hapi'* represents the word 'happy' and spelling it that way represents the word's standard pronunciation. This is also the case with the word *'dei'* for 'day'. Additionally, there is English-Kiswahili codeswitching and also capitalisation to emphasise the wish. This enacts orality. *'Lazania'* is a phonetic representation of how the word 'lasagna' is pronounced. Lasagna is not very common in Kenyan cuisine, and hence it can be expected that spelling the word would be problematic. However, **M1** has created on his profile an identity of a sophisticated elite man. Dining at the Panari hotel denotes affluence. We would therefore expect this participant to at least know the spelling of the foods he orders and eats! Therefore, it is safe to assume that spelling *'Lazania'* is intentional rather than erroneous. In these results, the phonetic spellings come about as a result of principles like 'least effort', 'informality' and 'competition in innovation among youth peer communication' (Crystal, 2006). The use of letters in a pronounceable manner gives the posts a typical SNS appearance which is considered acceptable among innovative youth. This acceptability is important as it leads to further acceptability of the user in these circles. This aspect of youth identity has popularised the phonetic spellings in SNSs.

Phonological spelling in Kenya is closely influenced by Kiswahili. Kiswahili orthography stays very close to pronunciation. Kiswahili phonology is characterised by a CV syllable structure. It has a five-vowel system [a], [ɛ], [i], [o] and [u] represented as *a, e, i, o, u*. Users adapt Kiswahili spelling on English words. This leads them to write words about their sound. Nevertheless, it is important to note that the word's relationship to the sound presented is not exactly but an approximation in many cases. Examples of these are in Text 1 *'hapi'* for 'happy' and *'lazania'* for 'lasagna'.

A point to note is that words are written using the phonological spelling without reflecting any shortening in some cases. This shows that although phonological spelling may have been exclusively used in the least effort and mode limitation contexts, it is currently a 'standard' CMC style. The use of phonological spelling is common and is registered in previous researchers like Bodomo (2009: 70) who group it under shortening approaches. Frehner (2008: 104) refers to it as a phonological approximation. From the findings of this study, the English phonological spelling in Kenyan FB posts is advanced by Kiswahili writing, which closely reflects pronunciation. As part of using phonological spelling, people also use letters whose standard pronunciation represents the intended pronunciation. It is worth noting that Kiswahili spelling is to spell words through their closest phonetic transcription. Examples of this involve the mechanism of using */ei/* for *'ay'* for instance *'dei'* for 'day'.

The principle of informality in FB posts is seen in the data through the phonological spelling. It is important to reiterate that Sheng and English codes are unavoidable when dealing with Kenya's youth and communication. However, their manifestation has mainly been in speech (verbal) form. It is notable that currently with CMC, emergence such as FB, Sheng and English have invaded the written scene.

Text 2

M4: < *just started my leave Feb next year ndio inaamua sass mmmh Kwa Raha zangu broz happy birthday bro., have fun..!!*>

(I have just started my leave, until February next year (expression of agreement) it is now at my pleasure, happy birthday brother, have fun)

Text 2 has several CMC features; *'feb, sass, mmmh, broz, bro, hav'*. Here, I propose that the recurrent features under discussion may have been influenced by how the words are pronounced in English. Several posts contain words that use /z/ at the suffix position. Some of the words have the /z/ suffix solely as an English marker from a linguistic view. This conclusion is arrived at, based on the observation that the /z/ suffix does not hold any linguistic function in many such words. It acts as a filler to mark the word as being English. Despite this, there are many other cases described here where the /z/ suffix acts as a replacement for a suffix written as *s*, e.g., *wuz* for 'was'. This follows speech but has now been integrated into CMC spelling to not only replace the suffix *s* but also to mark the word as English. For English nouns, this /z/ is used in the orthographic position of the -*s* suffix in English regular plurals.

The /z/ suffix is also used as a plural marker in some words as shown, for example, *gyz*-guys *and frenz*- friends. Another occurrence to note is that some English words do not exist without the -z. Although this -z has its origin as a plural marker, in these cases, it does not serve as an element of plurality. Examples include: s*hagz* (rural home) is derived from the earlier form *ushago* (rural home), *diggz* (home), *mawayaz* (financially broke). Other words include adverbs that appear with the /z/ suffix like *bilaz*without, *hukuz*- huku (here) etc. For lexemes with English origin, the -*z* suffix is added due to the influence of pronunciation of the words as shown in table 2.

Table 2: /z/ Suffix on English Words Found in FB Posts

FB Sheng	English equivalent
1. Hiz	His
2. Wuz	Was
3. plz/pliz	Please
4. nawadeiz/nowadays	Nowadays
5. bcoz/coz /cos	Because
6. thoz	Those
7. huzzy/huzy/hubby	Husband
8. athaz	Others
9. siz	Sister
10. diggz	Home
11. mawayaz	Have no money

Source: FB Wall Posts of the eight Participants

Colloquial Spellings
Colloquial spellings are used as a cover term to represent reduction phenomena typical of colloquial speech, including so-called weak forms. Although the Kenyan users under investigation used a remarkable variety of colloquial spellings, not all features of colloquial spellings are represented in their posts as in the case of the work of Tagliamonte and Denis (2008) on Instant Messaging. Some of the colloquial spellings observed include: *lol* (laugh out loud), *nkt* (expression of clicking to show disgust), *haha* (expression of laughter). Forms such as *wff* (what the fuck), *brb* (be right back), *omg* (oh my god) are rare though not all together lacking in the Kenyan context. This perhaps shows that the users are civil in their communication, and as much as possible, they try not to be offensive or vulgar. Colloquial spellings comprise the reduction or omission of a consonant (initial or final) or reduction or deletion of vowels in spellings and conventional SNSs spellings like abbreviations and acronyms as *'nkt, omg'* and *'LOL'* . These types of spelling can further be divided into three subtypes that are discussed hereafter.

a) Omission of Consonant at Word-Initial or Word-Final
Omission of consonant at word-initial or word-final includes words such as: 'prob' for 'problem', 'floodin' for 'flooding', and 'watchn' for 'watching', b.day for birthday.

Text 3
F2: *<happyb.day to my pretty daughter>*
(happy birthday to my pretty daughter)

In 'happy.day' the consonants 'rth' are omitted. The compound word 'birthday' has been written in non-standard orthography several times. The very fact that the word is compound makes it look too long to spell the whole way. Interesting though is that a word like daughter is equally long yet, it has been spelt the whole way. Therefore, this might be a matter of perception and wanting to ease the burden of compound words. Similarly, because the word has been contracted severally, it has become accepted, almost conventionalised.

Text 4
M2:* <It ticks me when u enjoy me 4 watchin anime do I enjoy u for watching afro-cinema, Hindu and worst of all….nkt>*
(it really ticks me when you make fun of me for watching animations, do I make fun of you for watching afro- cinema, Hindu and worst of all…goodnight)

M2: *<Live ur life>* (live your life)
F4: *< I'll be there. Niko job kesho Hadi kedoo 1.30pm. Then we'll Kuja watch out great team take those madmen down. Thanks guys & nytnyt. My dear girls that bleach; if on judgement day your face doesn't match the one on angel Gabriel's laptop. Don't argue. JUST GO TO HELL.>*
(I will be there. Am at work, tomorrow till 1:30pm. Then we will come to watch out great team tale those madmen down. Thanks guys and goodnight. My dear girls that bleach; if on judgement day your face does not match the one on angel Gabriel's laptop. Do not argue. JUST GO TO HELL.)

Omission of consonants is exemplified by *'watchin'* for *'watching'* and the suffix*ing*, has been reduced to *–n*. Other words which have the suffix omitted in other posts include:

'Fixin, headn, doin, chillin, floodin'. This feature supports Ross (2006) as cited in Barasa (2010) findings of reducing consonant at word-initial or final as a standard feature of spelling in online language. The other colloquial spellings are *'anime'* for 'animation' and *'ur'* for 'your'. *'Nytnyt'* is one of the variations of the word goodnight used by the participants. More colloquial spellings include *'omg' for 'oh my god', 'lol' for 'laugh out loud.* F4's post in this text has omitted letters in spelling.

The following is a classic use of FB language. There is codeswitching first from English to Kiswahili then to sheng as seen in these two sentences, '*I'll be there. Niko job kesho Hadi kedoo 1:30pm'.* The participant here is multilingual and she, therefore, uses the codes in her repertoire in writing her post. *'We'll kuja'* on the face value seems like an English-Kiswahili switch, yet that is not so. It is a popular English phrase for *'we will come*. This form is popular among the urban sophisticated young people, who refine sheng to differentiate themselves from being seen as the 'ghetto' people who use sheng predominantly.

The choice of codeswitching, signals conformity to the informalization that is FB language in Kenya and the need to fit in the group. F4 is young and fashionable, and this comes off through her language choice. Her choice also sees this young, sophisticated trait of the word *'laptop'* for angel Gabriel. It is as if in heaven, they conform to the current computer usage as the world in this era. That depiction of angel Gabriel evokes humour. The capital letters emphasise as well as foregrounds the gravity of the consequences of bleaching one's skin.

b) Reduction or Omission of a Vowel in Spelling

The next sub-feature under colloquial spellings supports findings from other researchers (Ross, 2006; Baron, 2008) would be the reductions or omissions of vowel in spelling. Some of the examples are as follows:

Text 5

M1*:< God i pray for this much in dollars or kshs,i promise i will tithe......nifungulie njia baaaba…can i get an amen ppl….nikipata ntawakumbuka pia*

(God I pray for this much in dollars or Kenya shillings, I promise I will tithe….open the way Father…can I get an amen people…if I get it, I will remember you (people) too.

In the post made by **M1**, the word *'people'* is shortened to *'pple'*. Similarly, there is a reduction in spelling for the words *'Kenya shillings'* to *'kshs'* a conventional short form for the same word. However, the dollar currency lacks a conventional shortened form because it is not an everyday word in use and therefore not easy to recognise if it were to be shortened. Similarly, the Kiswahili words do not render themselves easily to short forms as they would otherwise be hard to recognise. In contrast, the Kiswahili word *'baba'* for father has been lengthened to *'baaaba'* to bring about the besieging tone, as if to mimic prayer because the participant is praying to get a lot of money. Not all words can have their vowels omitted, only the ones which will be recognisable and understood even after omission, otherwise confusion would abound.

Other common words that have vowels omitted include please –*'pls /plz'*, he is-*'hz'*, need *'nid'*. The omission of vowels also supports others' opinions (see Ross, 2006; Baron, 2008,) who believe that the needs for speed and to be precise are some factors that lead to the varieties of short forms emerging in online communication. With limited space and urgency for spontaneous feedback (Hassan & Hashim, 2009), many online users resorted to this online writing behaviour, which did not meet standard writing form and structure requirements. Findings also demonstrate that most of these words with vowels omitted are among common words that people use in their daily conversations.

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The first visual used is a picture of a wastebasket with bundles of 1000 Kenyan Shillings. (see visual 1). **M1** posts that he wishes God would bless him with such money, then he would be able to tithe and give some of the money to other people. From the visual, what is interesting is the storage of the money; a waste paper basket. The graphic is contradictory, as Janks (2010) observed of all visuals. On the one hand, rich men store their money in safes, not in the open and certainly not in cheap storage like waste paper baskets. Could it be that **M1** does not have a rich man's imagination to think of a sophisticated safe to keep his newly acquired money, or is it a case of having too much money until it seems as if you are disposing of some it in a wastepaper basket? These are some of the contradictions that visual 1 draws and leaves the interpretation open to the audience.

Visual 1

c) Conventional SNS acronym/ abbreviation

These spelling types are spellings that have been used in SNSs so often until they have been conventionalized and seem to be used by majority users and are easy to recognize when used.

Text 6

F3: *< LOl wabbz, uliniona kitambo sana!>*

(laugh out wabbz loud, you saw me a long time ago, exclamation mark)

M3: *< feeling inspired. Another first from KDF...Pongezi rtd MG Gordon Kihalangwa...head of immigration>*

(emoticon for feeling awed, feeling inspires. Aother first from Kenya Defence Forces…congratulations Retired Major Gordon Kihalangwa)

'LOL' or *'lols'* is a conventional spelling synonymous with SNSs, not just for the contraction of the words 'laugh out loud' but more for the meaning of the expression. It carries with it the action of laughter that the user wishes to convey. Whenever that particular spelling occurs, laughter is evoked. '*KDF'* –Kenya Defence Forces and *'rtd'*- retired are common acronyms used with regard to the uniformed personnel in Kenya. However, the acronym *'MG'* for the rank of major is not common but can be understood from the context. The most popular acronyms found in the current research are *LOL*-'Laugh out loud' (8 units), '*ASAP'*-'As soon as possible' (1 unit) and '*RIP'*- 'Rest in peace' (3 units) (2) '*NKT'* (4 units). This is very much similar with online language acronyms found by many early researchers such as Squires (2010) who found some popular acronyms such as *'LOL'* (laugh out loud) *'brb'* (be right back), 'omg' (Oh my God) and '*wtf' (*what the f**k).

Tagliamonte and Denis (2008) in studying the patterns of online language also found only two prominent acronyms in the entire corpus which are the *'LOL* and *OMG'*, but very few instances of other stereotyped forms, including '*BRB* and *WTF'* (swear words). One interesting finding regarding the features of acronyms and abbreviations in this research is that the total number of them (eighteen) is relatively small compared to the corpus involved in this study (7680 words). This shows a similar pattern with the other findings from various online communication settings employed by English native speakers (see among others, Baron, 2004, 2006; Tagliamonte and Denis, 2008; Squires, 2010). Baron (2004), for instance, found a very small number of acronyms i.e., 90 acronyms in 12,000 words of online conversations among a group of American students where most of the features occurred only once in the entire conversation. With only thirty-one abbreviations altogether.

Therefore, it is significantly proven that acronyms might be a common feature in online communicative language but the use is actually not preferred by most English speakers in various online communication settings. As findings of this research also show, the same results and tendency, the conclusion is that acronyms and abbreviations are not a prominent feature of online communicative language among young Kenyan Facebook users. It supports Squires (2010) as he concludes that the patterns of online communicative language are basically not related to certain group of users or influenced by the features of the internet itself. 'The construct of internet language glosses over many different patterns of variation in an extremely large sphere of discourse with many different types of speakers, the heterogeneity of which is typically erased' (Squires, 2010, p. 483).

Code-Switching

The second main linguistic feature is the use of Non-English code or code-switching used by participants on Facebook posts. In Kenya, the languages spoken range from vernacular (around forty two), Sheng, English and Kiswahili. Kiswahili is a national language and shares a co-official status with English and therefore it is expected that the participants would use any of these codes in their communication. The group under study is young and learned, and from their conversations, English is observed as the code of choice for use, although there are several instances where they use Kiswahili, vernacular, sheng, or simply codeswitch.

Text 7

M1:*<Poa headn hm nw>*
(okay heading home now)
M1:*<Sawa,drive safe, nietele kiveti>* (okay, drive safe, I am waiting for my wife)

In the first post, **M1** begins in Kiswahili then switches to English. In his second post, he also begins in Kiswahili then English, then finally switches to Kamba, which is a vernacular in Kenya. As mentioned earlier, there are several languages available for the Kenyan FB user to communicate with. Therefore, the user picks from the vast repertoire of languages to fit into his purposes. Familiarity with English in the spoken medium often incurs a more frequent use of the language in the written medium, where a good knowledge of English, particularly of the informal variety and the spelling norms becomes much more essential. The latter aspect of the written medium may discourage people from resorting to this variety, yet, when in a reasonably safe environment (non-threatening and informal like CMD), non-native users of English as an international language apply this language more readily.

The electronic media, which are relatively informal, or at best semi-formal (Crystal, 2006; Baron 2008), certainly encourages the use of English; firstly, due to this sense of safety and acceptance; and secondly, because this is a space where people interact with friends as well as strangers from other countries. This aspect is notable on Facebook, where the users used code-switching less as compared to the use of English. Further, the same set up of Facebook presupposes English usage. For example, the birthday reminder is in English, and therefore users might send birthday wishes also in English. Using English more may be a (subconscious) adjustment to the Facebook context and a community of practice type of behaviour.

Facebook, as a social network, whose primary purpose is to connect people rather than separate them, would prompt strategies that bring people closer together. Therefore, codeswitching is one of the strategies that bring people together, whereby participants shift back and forth in the languages that unite them. In the Kenyan situation, these languages would be Kiswahili, English and vernacular. In general, English is a language of international communication and the most frequent language used in the CMC (cf. Crystal, 2006; Graddol, 2006) as a community of practice marker (cf. Trousdale, 2010). English just like Kiswahili and vernacular, as the discussed posts demonstrate, also bring together those who already speak the same language, thereby acting as a strong marker of in-group membership and an expression of positive feelings towards the interlocutor.

For the Kenyan FB user, English is used for the following reasons. Firstly, due to familiarity with the language; secondly, the enormous roles it plays; thirdly, the sense of safety and acceptance; and lastly, it is a CMD marker. Kiswahili is similarly very familiar to most Kenyans who know it and use it. The language situation in Kenya is such that although English and English share a co-official status, English plays more roles than Kiswahili or even vernacular. English has a covert prestige and is a marker for social class, education, technology, style and sophistication. The FB group chosen for the study consists of literate professionals and as such, their language of choice is mostly English, signalling their high educational, social and economic status.

In as much as the FB group in the study choose to use English as their first language choice, the members seem to also be contesting and mediating this hegemony through codeswitching and use of Sheng. In the current study, the participants contest this linguistic hegemony by asserting vernacular and appropriation of both English and Kiswahili to their circumstances. This is in agreement with Nabea (2009) who opines that the masses have mediated and contested this hegemony through abrogation of assertions in the English and African language. This has been through the appropriation of both English and Kiswahili to the people's circumstances and patois evolution like Sheng and English. Consider the posts that follow:

Text 8

F2: *<Sasa how am i supposed to countercheck my daughters French h/work while i know nothing about that language? Inaitwa kuwa mama..>*

(Now, how am I supposed to countercheck my daughters' French homework while I know nothing about that language? It is called being a mother..)

Text 8 exemplifies the kind of appropriation of English and Kiswahili made by the FB participants. **F2** Kiswahili-English codeswitching post reads as if she is speaking and wondering how she should supervise her daughter's assignment. In her post, she uses an 'incorrect' spelling *'h/work',* which is a spelling convention that is acceptable in CMD. Her expression of *'ni kuwa mama'* is easily understood when rendered in Kiswahili rather than the English translation *'it is being a mother.*

Text 9

M1:*<Kadrink kau ongele itweke madrink Ngaema ukaaathima muilea kwituua……. Nuenda nithingitye mutwee!!>*

(translation from Kikamba) add on to that drink, so that they become many drinks. If I do not bless it, you will have diarrhea, do you want me to shake my head?)

M1*: <Ndumei mbeu....tumai vaa kwakwa mpesa......ngatwaa>*

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(translation from Kikamba)send me your seed….send to my mpesa…. Iwill take it>

***M1**:< English was Kamba xxx >*
***M1**:ENTER THE FEVER*
(capitalisation for emphasis)

MI in text 9, by choosing to code-switch (Kikamba-English) becomes very expressive and humorous. Kikamba is one of the forty-seven indigenous languages of Kenya spoken mostly by people in lower eastern Kenya. The cultural nuances come by when communicating in Kikamba rather than if the post was written in English. The translated post does not carry the exact meaning of what the participant wanted to express. In such situations, the message intrinsic factor necessitated the code-switch. Code-switching in Kenya can be summed up using the following general motivations of language use as given by Myers-Scotton (1995 p. 302-305):

1. Least effort and mode limitation: A significant reason for codeswitching in CMD is that users want to spend as little effort and time as possible to compose the message. In some cases, they also need to save space. They, therefore, use words in different forms so long as the receiver will understand the message.
2. Rapidity: A major characteristic of code-switching is that the switched word is the first one that the user thinks of.
3. Search for accuracy: Some words or phrases are challenging to translate into other languages. Therefore, users find it more accurate to use these words in the original language provided the receiver will understand them.

The Use of Various Symbols and Emoticons

Emoticons are also seen as a feature in online conversations among young Facebook users in Kenya, although it is not popular. With a total number of 19 units of emoticons being recorded in total, it is assumed that emoticons carry some functions that convey particular messages and hidden meaning in online conversations.

Text 10

***M4:** <do I consider myself single: NO am I in a relationship: NO*
have I ever been in a serious relationship for more than two weeks:
NO WHAT THE HELL IS WRONG WITH ME?
:-( ]
***F2:** < Thank you, Lord, for the permit! I am a conqueror through Christ Jesus who strengthens me :) >*

Text 10 above shows how the use of emoticon **:-(** helps to show a sad emotion. M4 is not happy with his love life and therefore to best capture his emotion, since FB is not face to face communication, he uses an emoticon. On the contrary, **F2** feels like a conqueror, is happy, and shows the same by using a smiley. Of interest is that there are already in-built smileys and emoticons that FB affords its users, but the users have chosen to draw them independently in the two instances. The Kenyan users prefer the self-generating type. This captures Kenyan FB users' innovative nature and desire to be uniquely expressive rather than mechanical by choosing what (custom built emoticon) is already there.

Emoticons help users have more control of the tone of message they would like to convey. Emoticons are also seen as a complement to a message as they appeared in some

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sentences being produced online. The traditional smiley (:-) was used twice and the sad face (:-) was used once. The use of emoticons somehow signifies Kenyan youths' creativity in playing with the symbols displayed on the keyboard in expressing their feelings and emotions. The emoticons are used to strengthen the message, while others represent a specific tone of voice such as happiness and sadness. Derks et al. (2008) believe that online users have clear intentions or reasons for using certain emoticons in their conversations in synchronous and asynchronous online conversations. Some of the reasons or what they describe as 'motives' would be 'expressing emotion, strengthening the message, regulating the interaction, and putting into perspective' (Derks et al., 2008, p.386).

The reason for Smileys and Emoticons' popularity in IM and SNS is that users feel obligated to post their emotional reactions graphically just as if they were physically present. The use of Emoticons and Smileys is one of the most creative practices among CMC users. They were introduced to CMC as a necessity immediately after it became clear that text messages were challenged in communicating emotions and body movements to make the communication as real as possible. This enables the messages to be creatively loaded with all the real-time graphic information that is very vivid to the message recipient. Consider the post below:

Text 11

F3: *<Just to encourage anyone going through a hard/rough time, someone feeling like they have reached the very end....... My/Our God is faithful, and His delay does not mean denial.He has done it for me & my family & He will surely do it for you. Be encouraged!! >*

F3: *< — 😊feeling content. >*

M2: *< 😊😊😊 who is in bomet. holla at me? >*

(Smiley emoticon, who is in Bomet, call me)

F3 uses the smiley emoticon to register her contentment. The emoticon follows the previous post where she notes God's faithfulness to her and her family; that is why she is happy and content, and she shows this through the choice of the smiley. **M2** is in a region in Kenya called Bomet and is registering his joy at being there through the smiley and would like for his friends in that region to call him up and hook up with him.

Conclusion

Language evolution is seen as an ongoing process. The development of online communicative language is always unpredictable, even though it might have originated from a re-thinking process of some old spelling conventions in media. It was found that the online language of FB users in Kenya could be summarized as consisting of marked linguistic features which includes non-standard orthography, code switching and emoticons. The nature of online language of FB in Kenya conforms with the ordinary online language patterns given by early researchers although some of these features are localised to the Kenyan situation, a case in point is the code-switching from English to Kiswahili, English to vernacular and the use of vernacular in whole posts. Of contrast also is that Kenyan FB language use utilises very few emoticons and acronyms.

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Interlanguage Fossilization: Description and Analysis of Fossilized Grammatical Items in the English Language of Secondary School Learners in Nakuru County, Kenya

Beatrice Micheni, Vicky Khasandi Telewa, Nelson Ndiritu
Laikipia University, Kenya

Abstract
Interlanguage fossilization is a universal phenomenon that commonly occurs among adult language learners. Secondary school learners complete secondary school level having not mastered the grammar of the English language as revealed by errors in their language performance. Grammar is the core element of language because other elements of the language relate to each other through it. It is also the most descriptive area of language comprising the structures, rules, systems and subsystems which combine to form utterances that effectively communicate ideas, facts and messages. The descriptive nature of grammar makes it complex and prone to fossilization in many aspects especially in the areas of the rules and subsystems. The performance of English language in Kenyan schools seems to be weak, particularly in the area of grammar, as indicated by the KNEC performance results and performance studies that have been carried out. One possible explanation of such performance could be that there is interlanguage fossilization. It had not been established through research whether there was fossilization. This study filled that gap. The objectives of this study were to identify and describe the grammatical items indicative of fossilization in the learners' language, and analysed them to establish whether there is fossilization of grammar, and finally establish the areas of grammar that have fossilized. The interlanguage theory provided the theoretical underpinnings of the study. The study used students from some selected secondary schools in Nakuru County in the period between 2018-2020. Learners' language was analysed using classroom written tests on selected grammatical areas that manifested the use of the various grammatical items that fossilize which include grammatical structures, systems, subsystems and rules. The findings were that there is fossilization in some areas of grammar. These findings can be used by curriculum planners and educators to formulate intervention strategies and remedial measures to facilitate progress in the development of the learners' interlanguage until they achieve competence in the English grammar.

Keywords: English, fossilization, grammatical items, interlanguage, learners

Introduction

This paper examines the secondary school learners' interlanguage so as to establish whether the poor performance in English language recorded over a period of time was as a result of fossilization. According to the Kenyan English language syllabus, secondary school students should be able to use English language correctly and appropriately in all its aspects by the time they complete secondary school level since they are taught English from primary school. It is expected that by this time, they should achieve competence in the areas of vocabulary, pronunciation and spelling, word meaning, grammar and writing as spelt out in the four broad language areas or skills (Brown, 2014). The four language skills include speaking, listening, writing and reading. Grammar is also one of the broad areas of skills to be covered as spelt out in the syllabus.

An examination of some studies carried out earlier on the performance of grammar indicated that the area was poorly performed in most of the schools as well as at various levels of education in the country. Grammar as a component of language is a core area and affects the other areas of the language skills directly. It is complex in nature and is considered to be difficult by most learners thus bringing fossilization in some aspects of grammar. The English definite article for example, can be fossilized as it is considered a difficult feature of the English language for L2 learners to acquire, particularly for L1 speakers of article-less languages (Crosthwaite, 2016). According to Cook (1991), the other areas of language relate to each other through grammar. For example, grammar affects or is affected by word formation, pronunciation (through stress), spelling and meaning, and other relations such as those expressed through functional words. Grammar also affects the sentence which is the key element of communication that enables learners to express themselves in spoken and written language as they combine words into phrases, clauses, and sentences.

To examine whether the poor performance in English was as a result of fossilization, the component of grammar was selected. This study therefore examined grammatical fossilization by analysing morphological and syntactical errors indicative of fossilization because these two components are the main ones that constitute the grammar of a language.

Literature Review

The notion of interlanguage comprises the fact that in the process of learning a language, learners develop a linguistic system that is self-contained and different from both the learners' first language and the second one that they are learning. This learner-language has been referred to in different terms by various linguists. For example, Corder (1981) called it idiosyncratic dialect or transitional dialect while Selinker (1972) called it interlanguage. This means that the grammatical system is temporary and changes as the learners acquire concepts of the language they are learning. The interlanguage keeps evolving into an ever-close approximation of the target language as the learners make progress along the language continuum.

Interlanguage fossilization, therefore, is the notion that in the process of learning and acquiring the second language, the interlanguage may reach one or more temporary restricting phases when its development towards the target language becomes detained and ceases to progress. Since the interlanguage is a changing language system, if this cessation persists, never to change, then permanent fossilization occurs. If this cessation occurs in the areas of phonology, morphology, syntax, or semantic and pragmatic, then phonological, morphological, syntactical or pragmatic fossilization occurs. It was therefore important in this study to examine morphology and syntax since they are key components of the grammar of a language.

The grammatical items that fossilize are grammatical structures, rules, systems and subsystems (Selinker, 1972; Han & Tarone, 2014). The grammatical structures are composed of words, phrases, clauses and sentences, while the grammatical rules include the morphological rules that govern the formation of words and the syntactical rules that govern the formation of phrases, clauses and sentences. The rules also include morphosyntactic rules that allow words to inflect into various forms as they combine into larger structures. The inflectional rules are morphosyntactic because the rules of syntax determine when a word inflects or takes a certain form while the rules of morphology determine the form of the word.

The grammatical systems are variables constituted by a number of values. The English language grammatical systems are manifested through linguistic relations found between forms in clauses and phrases. According to Huddleston (1984; 1988), these linguistic relations fall into two fundamentally distinct types: syntagmatic and paradigmatic relations; that is, 'and' relations and 'or' relations. Syntactic functions of subject, predicator and object are established to handle syntagmatic relations such as the ones holding between the phrases. Paradigmatic relations such as the ones on different forms of words involve variables like past and present forms, perfect and non-perfect forms, positive and negative forms and these also constitute the forms of one word or a lexeme. The English language grammatical systems, therefore, include tense, aspect, polarity, case, number, person, voice, evidentiality and reference classification.

These systems have variables; for instance, the tense system has the variables of present and past; aspect has perfective and non-perfective as well as the progressive; while polarity has positive and negative; case has nominative and accusative; number has plural and singular; person has 1st 2nd and 3rd persons; and voice has active and passive voices. Reference classification covers gender, noun class classifiers like possessiveness, and human and non-human or animate and inanimate, and definiteness (Clark, 2015; Dost & Bohloulzadeh, 2017). These systems operate in words and are enabled by the rules and the relations operating in the systems and subsystems of the language. The content words are used to refer to elements and function words to signal language internal relationships (Huddleston, 1984).

The grammatical subsystems are the syntactic and morphological properties that concern the internal structures of the forms and their functional potential that bring about the grammatical relations. Word forms are assigned to syntactic classes and subclasses on the basis of the various types of shared properties. These shared properties of the forms of syntactic classes and subclasses are of two main types. One concerns the internal structure of the forms and the other their functional potential (Huddleston, 1984). The English language grammatical subsystems include the process of altering words through inflections, derivations, transformations, ordering of words and the use of functional words as items of grammar to bring out relationships (Swan 2005; Arslan et al., 2021).

According to Huddleston (1988), the multidimensionality of paradigmatic relations among the clauses includes interrogation, declarative, negative, positive, passive, active and in if-cleft constructions. This dimension of clause contrast gives rise to the clause types which are declarative, imperative, interrogative and exclamative. These are terms in the system of clause types where a system is a set of mutually exclusive class contrasting grammaticality on a single dimension. We can therefore distinguish the clause types as the systems and the syntactic and thematic processes as the subsystems. The syntactic and thematic systems of the clause involve: addition of elements, omission of some that are understood, and re-arrangement of the elements through re-ordering and re-assignment of grammatical functions. They also include the selection of some elements of a special kind instead of some ordinary ones with the same functions in the unmarked (Radford, 2004). These syntactic processes described above are transformations. In clauses, a transformation is a syntactic process converting a more elementary construction into a less elementary one and it is a subsystem in the clause systems (Swan, 2005). These descriptions of the grammatical items that fossilize laid the foundation for analysing the language of the learners under study in Nakuru to establish whether there is fossilization.

Interlanguage Theory

The theoretical underpinnings for the study were derived from Selinker's interlanguage theory (1972), with consideration of the current expansions on the theory as collaborated by Saville, (2006) and Han and Tarone (2014). The interlanguage theory posits that learners construct a system of abstract linguistic rules based on observable output that results from their attempted production of the target language norms. In this study, the norms of English as spelt out in Standard English and as found in the learners' course books were used. Learners construct internal rules which they adjust from stage to stage forming a continuum. This makes the language-learner language (the interlanguage) to be a system of developing competence. The internal rules constructed by language learners come about as they test hypothesis about the nature of the language they are learning, and in the process, they make errors by deviating from the norms of the target language (TL) rules as they hypothesis on the rules.

The language of the learners is, therefore, dynamic because it keeps on changing as the learners acquire new rules of the TL. This is done by revising the interim system to accommodate new hypothesis about the TL language system and consequently new rules get into the learners' system. This view of the learners' language being dynamic and rule based indicates that as long as the learners are learning, they can always improve on their language performance and acquisition. However, there are times when this developing language system becomes trapped and the rules being revised become encased in the learners' language also referred to as the interlanguage. This occurs where learning fails to continue due to various factors such as lack of motivation for learning as well as the other factors such as input filters that prevent the turning of input into intake and general individual factors such as aptitude, intelligence, ineffective feedback and inappropriate teaching and learning strategies among other factors.

Methodology

The study was conducted in five secondary schools in Nakuru County. Classroom written tests were used as tools for collecting data. Two tests were given; one in term two between May and June 2018 to the students while in form two, and the other to the same students in term two between May and June 2019 when in form three. There was a separating duration of approximately a year to find out whether the students indicated any improvement in their language or they made the same errors. The two written tests consisted of a cloze test and a composition. The cloze tests were administered to test the learners' performance of various areas of grammar that indicated the use of grammatical items according to the definition of fossilization adapted in this study; that is, grammatical items that fossilize are structures, rules and subsystems that become encased in the learners' interlanguage. Therefore, similar but not identical aspects of grammar that revealed the learners' interlanguage performance as they applied the grammatical rules, systems and subsystems, and grammatical structures were selected. The compositions were used because they revealed the learners' interlanguage since they allow simultaneous production of language by the learners while the cloze tests were used to test the learners' language performance in various areas of grammar while checking the avoidance strategy.

Data collected included the errors identified in the cloze tests and in the learners' compositions. Errors indicative of fossilization that manifested the grammatical items that fossilize comprising the grammatical structures, rules, systems and subsystems were identified and described using surface error taxonomy.

Discussion of Findings

The grammatical structures, rules, systems and subsystems that indicated fossilization were manifested through the repeated errors and errors that reappeared in the students' interlanguage as revealed by their language performance. The types of errors that manifested the grammatical items that fossilize in the study included tense and aspect errors, transformational errors, concord errors, double marking errors, and regularization errors. Errors on grammatical structures included errors on pronouns, adjectives, adverbs, prepositions and determiners. In the next sub-sections, these errors were identified, described and analysed according to the grammatical items they manifested.

Grammatical Structures that Fossilize

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As already mentioned in this paper, the errors that manifested grammatical structures were revealed through the use of articles, adjectives, adverbs, verbs and pronouns. Examples of such errors are seen in the sentences that follow:

1. **We need a few money urgently.**
2. **This happenings are characteristic of bad weather.**
3. **Give a honest answer.**

The above errors made in the area of determiners indicated that the learners were not able to maintain number agreement in the use of determiners. In the first sentence, the adjectival determiner 'a few' is used with uncountable noun 'money'. In sentence two, the demonstrative 'this' should have been inflected into the plural form because 'happenings' is in plural while in sentence three, the indefinite article 'an' should have been used instead of 'a' since the adjective 'honest' begins with a vowel sound because 'h' is a silent sound. Other errors on grammatical structures included errors on pronouns and prepositions such as the following:

4. **The kariuki's and them are enjoying the dinner**
5. **The loud noise of the rain disturbed Mary and I**

In the above sentences the students selected the pronoun whose cases were wrong. The case of the pronoun in sentence 4 did not match with the noun it is conjoined to, while in sentence 5, the pronoun should have been in objective case. There were prepositional errors such as the following:

6. **I called her at greet her**
7. **We were all happy and clearly played to the field**

The learners would use the wrong prepositions, for instance, 'at' is used instead of 'to' (sentence 6), and sentence 7, 'to' is used inappropriately instead of 'in', to have the phrase as 'played in the field'.

There were errors also on the noun as a grammatical structure where the nouns would not be inflected correctly for number and possessiveness as indicated below giving rise to concord errors as in the next 2 examples:

8. **Then the musical instrument were connected and officially the party began.**
9. **My face had changed and became a man face**

In the above sentences, the plural 's' and the possessive 's' are omitted while 'became' is wrongly inflected.

The findings on grammatical structures were that the learners had no major problems in their use. The seriousness of the deviations and the number of errors in the tested grammatical structures did not indicate fossilization for the majority of the learners. However, these structures are syntactic units acted upon by the rules and subsystems as they fulfil their syntactic functions. They were, therefore, affected by the rules and subsystems that indicated fossilization, especially the inflection subsystem and the rules. For instance, the verb as a grammatical structure indicated fossilization in relation to the inflection subsystem. This could be explained by the fact that verbs are affected by the inflectional rules and subsystem more than any other structure.

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Verbs have an elaborate inflectional paradigm as they inflect for tense and aspects, and number in the case of auxiliary verbs. Verbs and verb phrases are also affected by inflectional and transformational rules and subsystems as they express voice, polarity, and mood. Learners may fail to acquire these complicated relationships completely and fossilization then occurs. The noun as a grammatical structure indicated fossilization through failure of inflecting to maintain concordial relations.

Grammatical Rules, Systems and Subsystems that Fossilize

As already explained, grammatical rules not only affect the structure but also govern the applications of the systems and subsystems. That is why grammar is also defined as a set of rules that govern the use of language. Most of the repeated errors that indicated fossilization in this study had to do with the applications of rules; both morphological and syntactical rules as well as the morphosyntactic rules. These were flouted as learners used the structures and applied the subsystems. That is, the rules were broken as they formed verb phrases, inflected verbs for tense and aspects, turned positive statements into negative ones and active sentences into passive sentences, as well as statements into questions. Rules were also broken as the students added question tags and turned direct statements into reported speech. The errors manifesting fossilized grammatical rules and subsystems comprised the greatest percentage (77.5%) of the errors. A majority of the students involved in the study made errors in these areas of grammar. Sentence 10 and 11 are examples of such errors:

10. She has many friends, does she?
11. This kind of work is not worth reading isn't it?

The learners broke the rule that positive statements take negative question tags while negative statements take positive question tags.

In the passive transformation, learners broke both transformational inflectional rules as illustrated below in active sentences (12 and 13) turned into passive sentences (14 and 15):

12. They are not giving children's injections.
13. The people dug trenches.

Some of the learners' answers were:

14. Did they give children's injections or injections are not giving to children.
15. The people were digging trenches or Did the people dug?

Passivation requires that the agent noun phrase replaces the subject noun phrase, a form of the verb 'be' to be added to the main verb while the main verb takes the past participle form. The tense and aspect inflections are indicated on the auxiliary verb(s) so that the tense, aspect and mood of the active voice sentence is the same as that of the passive voice sentence, and the meaning of both sentences remains the same. In the above learners' sentences, the transformations and inflections are not correctly done. For example, in the sentence, 'injections are not giving to children's', the agent noun was moved to the subject position but a form of the verb 'be' was not added to the main verb and the verb was not inflected into the past participle form to have the correct sentence as in example 16:

16. Children are not being given injections

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In the previous sentence, the learner did not carry out the passive voice transformation and did not maintain the meaning. The active sentence is in the past tense but the passive is in the past tense and in the progressive aspect. Other sentences had no passivation carried out but they were only turned into questions.

The transformational rules were also broken where sentences were being turned from direct speech into indirect speech, positive to negative and statements into questions. The sentences were wrongly transformed and where verbs needed to be inflected, the inflections were wrongly done. This gave rise to double marking of verbs, regularization of verbs and use of wrong tenses and aspects. The following 3 sentences are examples of those types of errors:

17. He said he doesn't like thunderstorms
18. He asked him if he have a good trip
19. She asked him when did she arrived

The transformational rules involved in changing sentences from direct speech into reported speech require that if the reporting verb is in the past tense and the sentence in the present tense, then the sentence in the reported speech should be in the past tense. Moreover, when the direct speech sentence is in the past tense, and the speech tag is also in the past tense, the reported speech sentence takes the past perfect aspect. The reported clause is also subjected to the 'that clause', and words like 'this', 'these', 'that', 'here', and 'now', change to 'those', 'there', and 'then', while adverbials such as 'tomorrow', 'next week', and 'last year' become 'the following day' or 'week, year'; or 'previous day', 'year' etc. First and second persons change into the third person. The students would break the rules that bring about these transformations. The correct forms of the sentences should have been as follows:

20. He said that he did not like thunderstorms.
21. He asked him if he had had a good trip.
22. She asked him when he had arrived.

The students made double marking errors also when turning statements into questions. This is illustrated in the following sentences that occurred as a result of breaking rules:

23. Did the teacher visited the sick student?
24. I did not knew that I was at that at stage

The rule that one does not mark two items that belong to the same word category such as tense or third person singular as in the above examples was broken.

The psycholinguistic explanations for breaking the grammatical rules include overgeneralization of the rules, incomplete application of rules and ignorance of rules' limitations or restrictions. When learners have acquired the rules such as those for tense, then the learners generalize and extend the use of the rules where they are not appropriate. The learners would also apply the rules incompletely especially when inflecting words and also while carrying out transformations. This was common with verbs while being inflected for tense and into past participles. Rules would also be applied without observing their restrictions or limitations. As a result, concord errors, double marking errors and regularization errors would be made.

The systems of tense and aspect indicated fossilization for majority of the learners examined in the study. The highest number of errors on the analysing surface error taxonomy was that of tense and aspect which was 2,585 out of a total of 9,240 and constituted 28 percent. The students would use the present tense where they needed to use the past tense. The

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perfective aspect, especially the present perfect posed a great challenge to many students. The perfective aspect requires the use of the perfective 'have' which must agree with the noun and therefore, inflects into its various forms. For instance, it inflects for tense to indicate whether a phrase is in present or past perfect as it combines with the verb in the past participle form as in 'we have worked' or 'we had worked'. The progressive aspect requires a form of the verb 'be' to be added to the perfective 'have' and the '-ing' morpheme added to the verb forming the present participle, for example, 'we have been working' or 'we had been working'. The students would fail to carry out the necessary transformations or use the rules appropriately and would make errors such as the following:

25. I had ate all the food.
26. The teacher have gave a lot of money.
27. ….that they will have receive the price quotation by now.

The instructions required the first sentence (25) to be in the past perfect, the second (26) and third (27) to be in the present perfect as in the following sentences:

28. I had eaten all the food.
29. The teacher has given a lot of money.
30. …..that they have received the price quotation by now.

Apart from the area of tense and aspect, the other area that indicated fossilization was the area of the inflection subsystem. The inability to apply the inflection subsystem and the inflectional rules was evident in all the areas tested on the students' language. This inability was manifested through the reappearance of errors of regularization, the double marking errors, concord errors, passive voice errors as well as in all the errors related to tense and aspect as already explained. The errors involving the subsystem of transformation and the transformational rules were also related to the inflection subsystem as well as the inflectional rules.

As already elucidated, the rules and the subsystems operate hand in hand; that explains why the areas that indicated fossilization had much to do with the rules, the systems and the subsystems. The total number of errors in these grammatical areas was 7,240 out 9,240 which constituted 77.5 percent of the errors that indicated fossilization. Table 1 illustrates this. It also gives a summary of the types of errors identified as indicating fossilization, their total numbers per type and the percentages they constituted.

Table 1: Error Types, Totals and Percentages

Types of Errors	**Total Number of Errors Per Type**	**Percentages of the Error Types (to the nearest approximation)**
Tense and Aspect Errors	2,585	28%
Passive Voice Errors	1,229	13%
Indirect Speech Errors	1, 102	12%
Concord Errors	899	10%
Pronoun Errors	927	10%
Double marking errors	605	6.5%
Question Tag Errors	596	6.5%
Errors on Determiners	422	4.5%
Errors on Adjectives and Adverbs	376	41%
Prepositional Errors	321	3.9%

Regularization Errors	179	2%
Total number of all types of errors is 9,240 and total percentage is 100%		

Conclusion and Recommendations

This study examined the secondary school learners' interlanguage so as to establish whether or not the poor performance in English language recorded over a number of years was as a result of fossilization. Errors from written tests on sampled grammatical areas that manifested grammatical items that fossilize were identified, described and analysed. It was established that there were grammatical structures, rules, systems and subsystems that had become encased in the learners' interlanguage and hindered them from progressing along the language continuum to competence though learning continued. These encased items were manifested through repeated and reappearing errors. The errors on tense and aspect were the most repeated among all the types of errors. However, the areas of rules and the subsystems of inflection and transformation had more errors that indicated fossilization. Therefore, the Nakuru County learners manifested fossilization mainly in the use of grammatical systems, subsystems and rules since 70 percent of the errors indicating fossilization had to do with these areas as shown in the table above on error types, frequencies and percentages.

The areas of grammar affected by fossilization among the Nakuru County secondary school learners were found to be the verb and the verb phrase, the systems of tense and aspect, the subsystems of inflection and transformation and the grammatical rules especially of inflections and transformations. These findings can be used to formulate interventions and remedial measures to allow progress in the development of the learners' interlanguage competence. It is notable that whereas some scholars argue that fossilized items cannot be corrected, others argue that with proper teaching, these can still be corrected.

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Uyahe na Raghba ya Jinsia kama Mikakati ya Propaganda: Uchunguzi Kifani wa Mdahalo wa Urais wa Kenya, 2013

Khaisie J. L. Wanyama
University of Embu, Kenya

Abstract
Politicians use various communication styles to direct and determine how voters understand their political messages. Often, these communication styles end up blurring the voters understanding of the issues to the extent that they end up electing undeserving people. Of the many styles available, propaganda techniques are the most used in political campaigns. This study analyses how two propaganda techniques; plain folk and appeal to gender were used by candidates in the 2013 Kenyan presidential debate to both woo voters and establish their preferability. Two theories guided the research; the Critical Discourse Analysis theory and the Functional theory. Data was words and statements that fall in the categories of plain folk and appeal to gender techniques. Critical, content and qualitative approaches were used to do the analysis. Results showed that the two techniques used by candidates, on one hand built their supposedly good leadership qualities, and on the other, destroyed qualities of their opponents. The candidates also used the two techniques to sell their policies and those of their parties while belittling those of the opposing parties as well as their opponents. This work is valuable to the study of discourse analysis and political communication. It forms a good reference for students of discourse analysis, political science and communication. Further research can be undertaken to establish the use of other styles like rhetoric under a different theory.

Keywords: Appeal, gender, plain folk, propaganda, techniques

Ikisiri
Lengo la kazi hii ni kutathmini matumizi ya uyakhe na raghba ya jinsia kama mikakati ya propaganda katika mdahalo wa urais wa 2013. Wanasiasa hutumia mbinu anuwai kuelekeza uelewa wa suala la kisiasa. Mara nyingi, mbinu hizi huishia kuwachanganya wapiga kura kiasi cha kuwafanya kuchagua watu wasiofaa. Mikakati ya propaganda ndiyo hutumika zaidi katika kampeni za kisiasa. Kazi hii imechunguza namna mikakati miwili ya uyahe na raghba ya jinsia ilivyotumiwa na wagombea kwa lengo la kushawishi wapiga kura na kujipa umaarufu. Utafiti uliongozwa za nadharia ya Uchanganuzi Hakiki wa Usemi na ya Uamilifu. Data ilikuwa kauli zilizoingiana na mikakati ya uyahe na raghba ya jinsia. Uchanganuzi ulizingatia maarifa ya kithamano, ya kimaudhui na kiuhakiki. Matokeo yalionyesha kuwepo matumizi ya mkakati wa uyakhe na wa raghba ya jinsia katika mdahalo wa urais wa mwaka wa 2013. Mikakati hii ilitumiwa na wagombea kwa lengo la kujijengea sifa njema huku wakilenga kubomoa sifa za wapinzani. Pia ilitumiwa kwa dhamira ya kuuza sera za vyama vyao huku wakidhamiria kudhalilisha sera za wapinzani. Kazi hii ni mchango muhimu kwa taaluma ya uchanganuzi usemi na mawasiliano ya kisiasa. Ina manufaa kwa wanafunzi wa uchanganuzi usemi, sayansi ya siasa na mawasiliano.

Maneno Muhimu: Jinsia, mikakati, propaganda, raghba, uyahe

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Utangulizi

Kampeni za kisiasa, ikiwemo midahalo ya urais, hutumiwa kueneza habari muhimu zinazowawezesha wapiga kura kufanya uteuzi wa busara kupitia haki yao ya kupiga kura. Kupitia kampeni, mgombea anapata fursa ya kuwashawishi wapiga kura kuidhinisha thamani yake na kumkubali. Pia, ni njia ya kudhihirisha kuwa mgombea anayo maadili na tabia zinazokubalika (Benoit 2009).

Midahalo huwa mirefu na hutoa nafasi nzuri kwa wapiga kura kuwaelewa wagombea viti. Wagombea viti huweza kuulizwa maswali ambayo hawakuwa wakiyataraji na kupitia njia hiyo, kasoro zao hufichuliwa kutokana na namna wanavyoyajibu maswali hayo. Hali hii huwaweka wazi, jambo ambalo husaidia hadhira kujuzwa yale yaliyokuwa hayafahamiki kuhusu wagombea hao (Benoit 2007). Pia midahalo huweza kuvumbua maarifa mapya kuhusu maswala yanayojadiliwa. Huweza kuathiri namna wapiga kura wanavyowatazama na hata kubadili mielekeo yao ya upigaji kura.

Ingawa Marekani ndiyo nchi yenye historia ndefu ya kuandaa midahalo ya kampeni za urais duniani, kuna nchi nyingine ambazo zimelikumbatia jambo hili. Kabla ya uchaguzi, wagombea wa urais au uongozi wa juu zaidi wa kisiasa huhitajika kushiriki katika midahalo. Baadhi ya nchi hizo ni Australia, Brazil, Ujerumani, Uingereza miongoni mwa nyingine. Barani Afrika, kuna nchi kama vile Ghana, Nigeria, Afrika Kusini, na hivi majuzi Kenya. Kwa jumla, kampeni za kisiasa nchini Kenya zimekuwa zikichukua mielekeo ya mataifa mengine duniani ambayo yanazingatia mfumo wa demokrasia. Mielekeo hii ni kama vile; utaalamishaji wa mawasiliano ya kisiasa, nafasi na umuhimu wa vyombo vya habari katika mawasiliano ya kisiasa, na uibuaji wa hisia unaoendana na kampeni na upigaji kura.

Baadhi ya wachanganuzi wa kisiasa wanawalaumu Wakenya kwa masaibu mengi yanayowakumba. Wanadai kuwa Wakenya hupuuza uongozi mwema na badala yake kuchagua watu wasiofaa, kwa masikitiko makubwa. Wanasema kuwa wapiga kura huzingatia vigezo visivyofaa katika kuchagua viongozi. Wanadai kuwa, wao huzingatia utajiri wa mgombea, ushawishi wa lugha na kabila lake na kupuuza vigezo muhimu vya uongozi kama vile uwezo wa kusuluhisha matatizo ya watu, maadili mema, ujenzi wa uchumi, uungwana na ucha Mungu. Matokeo ya mapuuza haya ni kupata mazuzu kama viongozi (Wamwere 2016).

Bunge la Kenya na bunge la Marekani yakilinganishwa, inatokea kuwa asili mia tisini ya wabunge wa Marekani huhifadhi viti vyao. Ni tofauti na Kenya ambapo asili mia sitini ya wabunge hupoteza viti vyao. Hii ni ishara kuwa wabunge wa Kenya hupoteza umaarufu wao katika macho ya wapiga kura na kwenye kisiasa haraka mno. Wao hushindwa kushughulikia matatizo ya wapiga kura. Swali ni je, huwaje mpaka wakachaguliwa wakati wa kura? Lugha na mbinu za kampeni ambazo wao hutumia ni mojawapo ya sababu. Aina ya lugha ambayo hutumiwa wakati wa kampeni huwapiga chenga wapiga kura.

Mapitio ya Maandishi

Kuusisto (1998), kama anavyonukuliwa katika Uvehammer (2005) alichanganua mbinu ya balagha na vile ilivyotumiwa na viongozi wa nchi za Magharibi katika kuunda na kuelekeza simulizi kuhusu mitafaruku iliyotokea miaka ya tisini. Kwanza, aliangazia vita dhidi ya Saddam Hussein vilivyotokea katika eneo la Ghuba ya Uajemi. Pili, alichunguza mitafaruku kati ya Waserbia, Wakroesia na Waislamu huko Bosnia Herzegovina. Tasnifu yake ililenga kutambua namna maana na uaminikaji unavyojengwa kwenye sera za kigeni katika muktadha wa vita. Ilisisitiza kuwa viongozi wa nchi za Magharibi walioungana kumshambulia Hussein walitoa matamshi na kauli zilizolenga kuhalalisha vita. Waliviita 'vita vya haki' vilivyonuia kuukomboa ulimwengu kutoka kwa mikono ya dhalimu na kuufanya mahali pema pa kuishi.

Kinyume ni kuwa vita vya Bosnia navyo vilichorwa kama 'vita vya kikatili', ambavyo havikuwa na maana ila uchinjaji wa kiholela. Vita vya Ghuba vilielezwa kama vita vya wema

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dhidi ya uovu. Istilahi zilizoibuliwa wakati huo zililenga kutumiwa kuelekeza maana na kudhibiti matarajio ya umma. Kuusisto (1998) alitilia mkazo hali kuwa, kutokana na balagha iliyotumiwa na muungano wa mataifa ya magharibi, hali hiyo ilijitokeza kuwa jambo muhimu, jambo la kufurahisha, la faida na tendo la ungwana "kuokoa" Kuwait kutoka kwa makucha ya ‘mbwa koko’ (Saddam).

Tasnifu ya Kuusisto pia ilidokeza umuhimu wa kuchepua mitindo ya lugha ili"kusimulia hadithi nzuri." Iliaminika kuwa bila hadithi nzuri ya kusawiri hali na kufanya matukio kupata maana, ni vigumu kutetea na kuhalalisha maamuzi ya kisiasa. Hii ndiyo maana, wakati wa vita vya Ghuba, viongozi wa kimagharibi walidai kuwa vita vya Iraq vilikuwa vya haki na vililenga kuboresha ulimwengu. Kuusisto (1998) alivieleza kuwa vita visivyo vya kikristo, visivyo vya kiislamu bali vita vya kutetea haki. Kuwa ni vita ambavyo vilinuia kuleta wema. Jambo lingine, kulingana na Kuusisto, ni dhana ya "kumfafanua adui." Viongozi wa Kimagharibi walijieleza kama mashujaa ilhali Hussein alifafanuliwa kama katili. Alielezwa kama mtu hatari na mhalifu. Alisawiriwa kama kiwakilishi cha kila kilichokuwa kibovu, mtu ovyo na mpumbavu.

Kazi ya Kuusisto (1998) ni muhimu sana kwa utafiti huu. Ilionyesha vile propaganda hutumiwa katika siasa na uongozi. Muhimu zaidi ni vile mbinu za ufafanuzi wa adui na kusimulia hadithi nzuri zinavyotumiwa kama mikakati ya kiisimu chini ya propaganda. Kazi hii pia ilichunguza mikakati miwili ya propaganda katika kampeni za kisiasa, ingawa katika mazingira ya Kiafrika katika nchi ya Kenya tofauti na alivyofanya Kuusisto.

Longe na Ofuani (1996) walidai kuwa azma ya pekee ya propaganda ni kupotosha na kutia kasumba. Walisema propaganda hulenga kupotosha ukweli na mjadala, na kuangazia ishara kwa njia ambayo, kwa mujibu wa mpiga propaganda, huzua athari kuu. Wakati mwingine, walisema, mpiga propaganda aweza kuficha ukweli muhimu kimakusudi na kuchepua mkondo wa fikra na nadhari ya hadhira. Propaganda, kulingana nao, hujitokeza kupitia njia tofauti zikiwemo: upigaji chuku, kuuliza maswali ya balagha, kutoa kauli zimbwe, kutumia matusi na mashambulizi kwa mpinzani. Pia anaongeza kuwa zipo mbinu nyingine kama utiaji hofu, majumlishi-memeto, urazinishaji, uhawilisho, urahisishaji mno, uyahe, usingiziaji, matumizi ya maneno nemsi, na kauli mbiu.

Kazi ya Longe na Ofuani ni muhimu kwa kuwa ilishughulikia mikakati miwili ya propaganda ambayo ililengwa na kazi hii. Mikakati hii ya mawasiliano ilibainishwa katika mdahalo wa urais wa Kenya wa 2013. Ilielezwa na kuonyeshwa namna ilivyochangia mchakato mzima wa kampeni ya urais. Tofauti ni kuwa kazi hii ilichanganua mdahalo mahususi wa urais wa Kenya wa 2013 na ilinuia kufafanua mikakati hii kwa undani zaidi. Walengwa wa Longe na Ofuani walikuwa katika nchi ya Nigeria ilhali wa kazi hii ni wa nchini ya Kenya.

Mesthrie na wenzake (2000) walifafanua kuwa vipengele muhimu vya lugha ya propaganda ni matumizi ya lugha ya mazaji, ujengaji wa mahusiano, maana matilaba, uradidi na urahisishaji wa uhalisia. Hii ni mbinu ambayo hutumiwa na serikali, hasa za mataifa yaliyostawi kushawishi misimamo na mitazamo ya watawaliwa na hata mataifa mengine. Wakati wa kipindi cha Nazi, lugha ya Kijerumani ilisheheni istilahi zilizotumiwa kubeba itikadi za kinazi. Katika propaganda yao maneno "Ujerumani" na "Mfanyakazi" yalitumiwa kama visawe. Katika nchi ya Ujerumani ya wakati huo, kulikuwa na watu wa aina mbili; mfanyakazi mkweli na mwaminifu (Mjerumani) dhidi ya mwizi (Myahudi). Wajerumani wote walielezwa kama wafanyakazi waaminifu na Wayahudi wakaelezwa kama wanyang'anyi ama wanyakuzi wa mali. Hali hii ilipelekea kuzuka kwa chuki ya kimbari na baadaye mauaji ya halaiki ya Wayahudi.

Mchango wa Mesthrie kuhusu matumizi ya propaganda ni muhimu kwa kazi hii. Kazi hii ilichunguza matumizi ya mikakati miwili ya propaganda katika mdahalo wa kampeni ya urais nchini Kenya na kuonyesha vile propaganda inaweza kutumiwa kuzua chuki, uchochezi na maovu mengine miongoni mwa wanajamii kama ilivyotumiwa katika siasa za Ujerumani. Tofauti ni kuwa yeye hapambanui mikakati mbalimbali ya propaganda kama ilivyofanya kazi

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hii. Pia kazi hii ilihusu siasa za nchi ya ulimwengu wa tatu katika bara la Afrika, ikilinganishwa na Ujerumani ambayo ni nchi ya ulimwengu wa kwanza katika bara la Ulaya. Siasa za nchi hizi mbili ni tofauti. Ingawa Kenya ilikumbwa na tatizo la ubaguzi, ni tofauti na suala la Unazi lililoshuhudiwa Ujerumani.

Oduor (2009) alitafiti lugha ya kisiasa katika mwaka wa 2005 na kudhihirisha vile lugha inavyodokeza mahusiano ya kimamlaka kati ya viongozi na wananchi na baina ya viongozi wenyewe. Pia, Oduor alionyesha vile viongozi wanavyotumia lugha kuendeleza utawala. Utafiti wa Oduor ni muhimu kwa kazi hii kwa kuwa ulichangia uelewekaji wa nadharia ya Uchanganuzi Usemi Hakiki na namna ilivyoeleza mahusiano baina ya lugha na mamlaka. Ilionyesha vile lugha ilivyoweza kutumiwa na wenye mamlaka kudhibiti, kutawala na hata kuwanyanyasa watawaliwa. Hii ni hali ambayo hufanikishwa kupitia matumizi ya propaganda, mbinu ambayo ilichunguzwa na mtafiti huyu. Hata hivyo kazi hii ilichunguza matumizi ya propaganda katika mdahalo wa urais wa 2013 na wala si siasa nzima kwa jumla. Ililenga zaidi kwenye mikakati miwili ya propaganda na athari lengwa kwa mpiga kura.

Szanto (1978) alifafanua lugha ya siasa kama msamiati wa ushindani na sarakasi, dhihaka na shutuma, mazaji na ushawishi, na wa chuku na kemeo. Alisema kuwa ni lugha ya kujasirisha wanaume, kuangamiza baadhi na kubadili fikra za wengine. Ni aina ya sera-chochezi. Ufafanuzi wa Szanto wa lugha ya siasa unakaribiana sana na malengo ya watumizi wa mikakati ya propaganda. Wao pia hutumia mikakati ya propaganda kudhihaki, kushutumu, kushawishi na hata kukemea. Kimsingi hizi ni sifa ambazo huonekana katika matumizi ya propaganda.

Uvehammer (2005) naye alitalii mbinu za kiisimu zinazotumiwa katika hotuba za kisiasa na namna zinavyotekeleza lengo la kushawishi wapiga kura. Alitaja kuwa wanasiasa hutumia mbinu kama vile balagha/ulumbi, upole/adabu na propaganda kufikia malengo yao. Alichunguza ufaafu wa mbinu hizi katika mawasiliano ya kisiasa. Utafiti huu ni muhimu kwa kazi hii kwa kuwa uliiwekea msingi wa kuelewa namna propaganda inavyotumika katika mawasiliano ya kisiasa, jambo ambalo lilishughulikiwa katika kazi hii. Hata hivyo kazi hii ilijikita tu kwenye matumizi ya mikakati miwili ya propaganda katika mdahalo wa urais wa Kenya wala si balagha au mbinu ya ulumbi kama alivyofanya Uvehammer.

Misingi ya Nadharia

Nadharia ya Uchanganuzi Hakiki wa Usemi

Uchanganuzi ulifanywa kwa misingi ya nadharia ya Uchanganuzi Hakiki wa Usemi. Kijumla, nadharia ya Uchanganuzi Hakiki wa Usemi iliibuka katika miaka ya tisini kufuatia kongamano lililofanyika katika jiji la Amsterdam. Nadharia hutazama matini kuwa kitu chochote kuanzia mnara wa kihistoria, sera, mkakati wa kisiasa, simulizi, makala, mazungumzo, hotuba, mijadala na hata lugha. Huiona lugha kama tendo la kijamii (Fairclough na Wodak 1997). Inatambua umuhimu wa muktadha ambamo lugha imetumika. Inaeleza kuwa mashirika ama watu wanaong'ang'ania mamlaka hutumia lugha kujaribu kuathiri na kushawishi itikadi za jamii ili zifanane ama zikaribie zile wanazotaka ama wanazopendelea.

Nadharia hii ya Uchanganuzi Hakiki wa Usemi ilibuniwa kwa misingi ya dhana kuwa maisha ya kijamii huhusisha maingiliano ya wanajamii. Hutazama usemi kama aina ya zoezi la kijamii na kuona muktadha ambamo lugha hutumiwa kama kipengele muhimu sana kwa usemi. Nadharia hii huwania kuonyesha vile mahusiano ya kijamii, utambulisho, na nguvu/mamlaka hudhihirika kupitia lugha.

Halliday (1989) aliingiza dhana ya sajili katika uchanganuzi wa usemi. Alisema aina ya lugha hufafanuliwa kwa kutegemea jukumu ambalo lugha hiyo imepewa kutekeleza katika kipindi maalum. Sajili huwa na sarufi na msamiati wenye ruwaza mahususi. Sajili hutambulisha kile mnenaji ama mwandishi anakifanya kwa kutumia lugha katika wakati fulani. Kuhakiki usemi ni kufumbua au kuweka wazi itikadi zinazowasilishwa kupitia diskosi na kutambua vile miundo ya mamlaka hujengwa katika na kupitia diskosi. Kwa mujibu wa Fairclough (1999) neno ‘uhakiki’ hutumika kimahususi kumaanisha hali ya kuonyesha uhusiano usioonekana wazi kwa watu, kama vile uhusiano kati ya lugha, mamlaka na itikadi. Kwa mujibu wa Fairclough (1999), nadharia hii inaorodhesha mihimili ifuatayo:

a. Hushughulikia matatizo ya kijamii. Hutambua mahusiano kati ya wanajamii. Hutambua wanaonyanyaswa katika jamii na kuelekeza nia ya kutaka kuwanasua kutokanana minyororo waliyofungwa na wakandamizaji wao.
b. Hufafanua namna mamlaka yanavyotumiwa na vile mamlaka hayo hujadiliwa na kuelekezwa kupitia diskosi.
c. Lugha huakisi na kuzalisha mahusiano katika jamii. Matumizi ya lugha huchangia katika ubadilikaji wa jamii na utamaduni yakiwemo mahusiano ya kimamlaka.
d. Diskosi hufanya kazi ya kiitikadi. Huzalisha mahusiano ya kimamlaka yasiyo na usawa, mahusiano ya kutawala na kuwanyonya wasio na uwezo.
e. Diskosi mbalimbali huhusiana na kutegemeana. Muktadha ni kipengele muhimu katika uelewekaji wa diskosi. Uelewa wa jamii na utamaduni ambamo diskosi imetokea huchangia pakubwa katika uelewekaji wa maana ya diskosi.
f. Uhusiano kati ya usemi na jamii hutokea kwa njia isiyo ya moja kwa moja au ya kiupatanisho.
g. Uchanganuzi wa diskosi huhusu ufasiri na ufafanuzi. Hupitia hatua ya kutambua, kueleza, kufasiri na kufafanua kwa kudhihirisha kupitia mifano maridhawa.
h. Diskosi ni aina fulani ya tukio ama tendo la kijamii. Hunuia kusababisha mabadiliko katika ruwaza za kimamlaka katika asasi fulani.

Mihimili hii ilikuwa muhimu katika uchanganuzi wa kazi hii; hasa mhimili wa kwanza, wa pili, wa tatu, wa nne na wa tano. Inadokeza vile mamlaka hdhihirishwa kupitia lugha, vile lugha hutumiwa kuakisi mahusiano ya kijamii, jinsi lugha hutumiwa kudhibiti na kuwanyanyasa watawaliwa na pia, vile muktadha ni muhimu katika uteuzi wa kiisimu katika mawasiliano. Aidha mhimili wa saba ulituongoza katika kuchunguza namna wanasiasa hutumia lugha kwa nia ya kusababisha mabadiliko miongoni wa wapiga kura

Nadharia ya Uamilifu

Iliasisiwa na William L. Benoit. Imetumika sana katika kutalii kampeni za urais za Marekani. Inatazama kampeni za kisiasa kama njia mwafaka inayotumika na mgombea kujipatia kura. Benoit (2003, 2007) amefafanua mihimilimitano ambayo ndiyo msingi wa nadharia ya uamilifu.

a. Upigaji kura ni tendo linganishi
b. Lazima wagombea wajitofautishe na wapinzani wao
c. Jumbe za kampeni za kisiasa hutumiwa na wagombea kujitofautisha na wapinzani wao
d. Wagombea huimarisha ustahabu waokupitia kujihimidi, kushambulia na kujikinga/kujilinda
e. Mdahalo wa kampeni za kisiasa huzingatia mada mbili: mada ya sera na ya tabia

Kwa mujibu wa nguzo ya nne, mdahalo waweza kuchukua yote ama baadhi ya mikondo hii: mkondo wa kujihimidi, mkondo wa kushambulia na mkondo wa kujikinga.

i. Wagombea hujaribu kuhimidi sifa ama misimamo yao kisera iliyo chanya.
ii. Wagombea huenda wakashambulia wapinzani wao kwa kulenga sifa zao zilizo hasi ama misimamo yao kisera.
iii. Kinga hujaribu kurejesha ustahabu wa mgombea uliotishiwa na shambulizi la mpinzani.

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Benoit anasema kanuni hizi zinazalisha malengo matatu ya mgombezi: Kuvutia na kunasa wapiga kura ambao bado hawajaonyesha kuegemea upande wowote; Kuzuia na kukatiza wafuasi wake dhidi ya kujiunga au kumpigia kura mpinzani; na kutumia vishawishi, vikiwemo kulaghai wafuasi wa mpinzani kujiunga na mrengo wake.

Mihimili iliyoelezwa katika nadharia hii ya Uamilifu pamoja na tabiri zinazotolewa zilifaa sana katika kutalii na kuchanganua uyahe na raghba ya jinsia katika mdahalo wa urais wa Kenya 2013. Kwa kutumia nadharia hizi mbili, kazi hii ilidokeza mikakati ya Uyahe na raghba ya jinsia kama iliyotumiwa na wagombea katika mdahalo wa urais wa Kenya mwaka wa 2013.

Mbinu za Utafiti

Utafiti huu ni wa aina ya kimaelezo. Aina hii humwezesha mtafiti kubainisha, kueleza au kutambulisha masuala au tatizo la utafiti kupitia data iliyokusanywa kwa nia ya kuliweka wazi ili lieleweke vizuri. Oruodho (2003) anasema kuwa ukaguzi wa kimaelezo hutumiwa katika utafiti wa kimaelezo kwa kuwa humpa mtafiti nafasi ya kukusanya data, kuifupisha data, kuiwasilisha na kuifasiri akikusudia kuibainisha na kuiweka wazi.

Mtafiti alisoma kuhusu masuala muhimu yanayozunguka mada ya utafiti. Hili lilimsaidia mtafiti kuelewa asili ya midahalo ya urais. Pia lilimwauni kufahamu usuli na maana ya dhana ya propaganda, mikakati yake na namna inavyotumiwa katika kampeni za kisiasa. Eneo la utafiti lilikuwa nchi ya Kenya ambako mdahalo wa urais ulitokea. Mdahalo ulishirikisha wagombea wanane, Paul Muite, Peter Kenneth, Raila Odinga, Martha Karua, Musalia Mudavadi, Uhuru Kenyatta, Abouduba Dida na James ole Kiyapi.

Njia ya kimakusudi ilitumiwa katika kuteua data ya utafiti huu. Patton (1990 :169) alisema kuwa uwezo wa mantiki katika usampulishaji wa kimakusudi hujihusisha na uchaguzi wa taarifa yenye kadhia nyingi ili kuwezesha mchunguzi kutekeleza utafiti wa kina. Nwandito (1999) anaeleza kuwa njia hii ya kimakusudi ni bora pale mtafiti anaazimia kupata data ya kukidhi kusudi fulani. Gal (1996) anadokeza kuwa mtafiti anahitaji kwenda kwenye chanzo cha data bila wasiwasi ikiwa anafahamu kile anachokilenga. Kwa hivyo, usampulishaji huu ulimsaidia mtafiti kupata data iliyomwezesha kujibu maswali ambayo alinuia kuyajibu. Huu ulikuwa utafiti wa kiuthamano. Ulihusu ukaguzi na uchambuzi wa mdahalo wa kampeni za urais wa mwaka wa 2013.

Data ya utafiti ilikuwa maneno, virai, sentensi, aya ama kauli zilizotolewa na wagombea wa urais. Mtafiti aliyatenga matamko hayo na kwa kufuata kihesabu-tepu, akayanakili matamko hayo kwenye majedwali ya kukusanyia data. Kikundi lengwa cha utafiti kilikuwa mdahalo wa urais, sampuli ikiwa mdahalo wa mwaka wa 2013, uliofanyika kwa awamu mbili. Ulishirikisha wagombea wanane. Mtafiti alilenga data iliyodhihirisha matumizi ya mikakati ya uyahe na raghba ya jinsia.

Uchanganuzi wa kiuthamano ni mbinu ya uchunguzi inayotumika katika mitalaa mingi, hasa inayohusiana na sayansi za kijamii. Kwa kutumia njia hii, watafiti hujipa uelewa wa kina kuhusu tabia za binadamu na sababu zinazopelekea kutokea kwa tabia hizo. Huchunguza masuala ya ni kwa nini na kwa jinsi gani maamuzi fulani yalifikiwa mbali na kutaka kufahamu masuala ya wapi na ya wakati gani.

Uchanganuzi wa kiuhakiki hutokea pale unapojiuliza ikiwa msingi wa madai yanayotolewa na wananadharia, mabingwa na wataalamu ni ya kimantiki na ya kuaminika. Pia huulizwa kama yanafaa na ikiwa yanahusiana na hali inayochunguzwa. Mbinu hii huwa na misingi yake katika tajiriba aliyo nayo mtafiti kutokana na taaluma anayohusika nayo. Tajiriba yaweza kupatikana kupitia aina ya kazi anayoifanya mtu, maarifa yake, anavyotazama mambo, usomaji usioegemea mrengo wowote, na jumla ya maelezo ya wataalamu wengine.

Uchanganuzi ni mbinu katika sayansi za kijamii inayotumiwa kutalii maudhui ya mawasiliano. Babbie (2009) anaeleza mbinu hii kama mtalaa wa mawasiliano ya binadamu yaliyonakiliwa kama vitabu, michoro ya rangi, insha au hotuba. Kulingana na Joubish (2011), uchanganuzi wa kimaudhui ni mbinu ya kiusomi katika sayansi ya kijamii ambayo hutumiwa kutalii makala/matini kwa kutazama utunzi wake, ubunifu na maana.

Lasswell (1951, p. 525) alitunga maswali muhimu ya kuongoza uchanganuzi wa kimaudhui. Yafaa kujiuliza:

1. Nani anasema nini?
2. Anamwambia nani?
3. Kwa nini anakisema anachokisema?
4. Anakisema kwa kiwango kipi?
5. Anakisema kwa athari ipi?

Matokeo na Uchanganuzi

Uyahe

Wikipidia inasema uyahe hutumika katika uneni kumsaidia mnenaji kujiwasilisha kama mtu wa kawaida, anayeelewa na kuhisi masuala yanayoikumba hadhira yake. Inafafanua kuwa mnenaji, kwa kutumia mbinu hii, hujisawiri kama aliyewahi kupitia tajiriba ambazo hadhira yake hupitia ama imo kwa sasa. Kwa hivyo, hujitokeza kama anayeelewa changamoto na maumivu yanayotokana na kuwa katika hali hiyo ya uyahe.

Kupitia njia hii, mnenaji hujaribu kuipa hadhira chembechembe za imani na kiwango fulani cha faraja huku akiifanya iamini kuwa yeye na wao wako katika tapo moja. Hufanya watu waone kuwa wana malengo sawa na msemaji na kwa hivyo wanahitaji kukubaliana. Msemaji hutaka aonekane kuwa yeye ni mmoja wao na akipata wadhifa unaowaniwa, watakuwa wao nao wamepata, yaani kwake kupata ni wao kupata.

Stephenson (2004) anafafanua uyahe kama mkakati ambao hutumiwa na mgombea kujiwasilisha au kuwasilisha dhana anayoipigia debe kwa namna ambayo anajitambulisha na watu wa kawaida katika umma mpana. Mbinu hii huwavutia sana watu wa kawaida hasa kina yahe ambao hupitia hali ngumu katika maisha. Mgombea, kwa haja ya kujitafutia kura, hujaribu kujitambulisha nao kwa kuzungumzia masuala yanayowahusu zaidi. Baadhi ya masuala yanayogusa sana watu hawa ni kama vile ya afya, familia, elimu, uzalendo, usalama na chakula. Mnenaji hujiwasilisha kwa raia kama mmoja wao, anayeelewa shida zao na anawajali.

Wagombea wengi wa kisiasa huwa na uwezo wa kiuchumi na huishi maisha ya tunu na tamasha. Hutumia vifaa vya kifahari majumbani mwao na hawana kubwa linalowatoa jasho kama ilivyo na walalahoi. Lakini katika kampeni hutaka kujivua majoho hayo ya ufahari na kujichora kama watu wasio na chochote ila uhitaji. Wengine hujiita 'walangumu,' 'walatope,' au 'watetezi wa wanyonge'. Hujieleza kama 'chumvi ya ulimwengu'. Baadhi yao hujaribu kuvaa nguo zisizo ghali wasije wakaeleweka vibaya na hadhira.

Utawakuta waking'ang'ania kuvaa kama wenyeji na kuzungumza lugha ya wenyeji. Hushiriki katika milo ya kienyeji pamoja na wenyeji katika mazingira duni yaliyozoeleka na kina yahe. Hutumia lugha ya kiwango cha chini na hata kuboronga sarufi ikibidi ili kujifananisha na wenyeji ambao hawakubahatika kupata kisomo. Hujiingiza katika kazi na shughuli za kila siku za wenyeji kama vile kubugia vileo, upanzi na uvunaji, michezo na ngoma za wenyeji, na uchangaji pesa. Hujumuika na kina yahe makanisani kwa kutaka kuonekana tu wala si kwa nia ya kuabudu.

Hii ni njia ya kusema 'mimi ni mmoja wenu'. Njia hii huleta mlahaka mwema kati ya mgombea na wapiga kura. Raia huanza kumpenda na kumuamini. Wakimuamini wanamkubali. Wakimkubali, wanakubali yote anayowaambia bila kuuliza maswali. Hali hii, hatua kwa hatua, inawafikisha katika kiwango cha kuwa wafuasi wake. Wanakuwa tayari kumpigia debe, kumtetea, hata ikibidi kumpigania. Wanakuwa wafuasi sugu.

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Namna ulivyotumiwa katika Mdahalo
Katika mdahalo wa urais wa 2013, kulijitokeza matumizi ya mkakati huu wa uyahe. Wagombea walitoa kauli zilizonuia kuwatambulisha na umma. Mifano:

> *Wakenya, mimi ni mfano wa inayowezekana katika nchi hii. Mchungaji ambaye hakuwa na nafasi ya kuenda shule. Hata hivyo, nilienda nikiwa na umri wa miaka kumi na moja na leo hii nawaomba kura ili niwe rais wenu. Ningependa kutoa ahadi hii kwa kila mtoto katika magatuzi yote arobaini na saba. Naleta uongozi mpya.*
> Kiyapi, Awamu 1, (2:03:29)

Kauli hii ya Kiyapi ina lengo la kuwanasa raia ili wamuunge mkono. Kwanza analenga kujitambulisha na jamii za wafugaji ambapo jamii yake ya Kimaasai ni moja yazo. Jamii ya Wamaasai ni jamii ambayo hutazamwa na wengi kama iliyobaki nyuma kimaendeleo kwa sababu ya kutengwa hasa kwa masuala ya elimu. Wavulana wengi hubaki nyumbani kuchunga mifugo na watoto wa kike kulazimishwa kuingia katika ndoa za mapema baada ya kukeketwa. Kiyapi anasema aliyapitia haya binafsi, hali iliyompelekea kujiunga na shule akiwa na umri mkubwa.

Kwa kutaja kuwa alikuwa mchungaji aliyeenda shule akiwa na umri wa miaka kumi na moja, Kiyapi anajitambulisha na jamii ambazo mpaka sasa zinaona zimetengwa na kuzionyesha kuwa naye alikuwa katika tapo hilo lakini akafaulu baadaye. Anawaahidi kuwa wakimchagua mchungaji kama yeye, atayajali na kuyashughulikia maslahi yao kwa kuwa ni yeye tu anayeyaelewa matatizo wanayopitia. Analenga kuwavutia wote wanaojiona kutengwa na serikali zilizopita.

Suala la pili analozungumzia Kiyapi ni elimu. Inaeleweka kuwa elimu ndiyo uti wa mgongo wa maendeleo ya nchi. Kila familia, tajiri kwa maskini huingia mbioni kupeleka watoto shuleni ndiyo baadaye waweze kushiriki vyema katika ujenzi wa taifa. Hata hivyo, familia nyingi zimepigwa chenga katika jambo hili kwa sababu ya umaskini. Vijana wengi wanaotoka katika familia za kina yahe hawapati masomo, na kwa wale wanaopata, si ya kiwango kinachofaa.

Husoma katika shule duni na zisizo na vifaa muhimu. Hili ni janga kwa raia wengi. Kiyapi anatoa ahadi kwa vijana wote katika magatuzi yote nchini kuwa watawezeshwa kupata elimu alivyopata yeye na kufanikiwa alivyofanikiwa yeye. Bila shaka ahadi kama hii ni nzuri kwa watu wa kawaida. Wapiga kura wangependa sana kuona ahadi kama hizo zikitimizwa.
Karua pia anatumia mkakati huu kutafuta uungwaji mkono; anasema:

> *Nilikulia na kupata masomo yangu ya awali katika gatuzi la Kirinyaga, na kupitia usaidizi wa wazazi wangu na jumuiya iliyonizunguka. Nilijifunza umuhimu wa kufanya kazi kwa bidii, uaminifu na kuwa na jumuiya inayojali wengine. Maadili ambayo yameniweka katika nafasi nzuri mpaka sasa.*
> Karua, Awamu 1, (0:14:15)

Karua anajitambulisha na watu wa vijijini, watu wanaoishi mashambani, wanaotesekea vitongojini kwa kukosa huduma muhimu za kimsingi. Anasema alizaliwa, kulelewa na kusomea Kirinyaga. Anataka watu wa Kirinyaga na maeneo yanayofanana na Kirinyaga kumwona kama binti yao anayeelewa machungu wanayopitia kila siku. Anaongeza kuwa alisoma kupitia msaada wa wazazi na jamii iliyomzunguka. Hivi, anamaanisha kuwa yeye si tu zao la wazazi wake bali la jumuiya nzima ya Kirinyaga. Anataka watu wa Kirinyaga na wa maeneo hayo kujivunia kwa kusomesha binti yao. Wanapojivunia wanamkumbatia, wanamkubali na kumuunga mkono.

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Zaidi ya hayo, anasema kupitia malezi aliyopata kutoka kwa wazazi na watu wa Kirinyaga, alipata maadili mema ya kufanya kazi kwa bidii, uaminifu na kusaidia wengine. Anawapamba si tu watu wa Kirinyaga bali pia wa maeneo ya mashambani kote nchini, kuwa, licha ya kutokuwa na wingi wa mali, wao hufanya kazi kwa bidii, ni waaminifu, wana maadili mema na kila mara wako tayari kuauniana wakati wa mwambo. Ni mbinu ya kutafuta kura kutoka kwa kina yahe.

Kenneth, katika mchango wake kuhusu ukabila anasema:
Nilikulia katika jiji hili, upande wa Eastlands, Bahati hasa, ambako makabila yote yaliwakilishwa na hakukuwa na ukabila... Nilipata fursa ya kusomea katika shule ya wavulana ya Starehe ambako tena makabila yote yaliwakilishwa...kwa hivyo sijaona athari ya ukabila katika ukuaji wangu.
Kenneth Awamu 1, (0:22:12)

Kwanza, Kenneth, kwa kutaja kuwa alizaliwa na kukulia jijini upande wa Eastlands mtaa wa Bahati, anafaidika mara mbili kisiasa kupitia kauli moja. La kwanza ni kuwa, yeye ni mtoto wa kimaskini ambaye alizaliwa na kukulia katika mitaa duni. Hii ni kwa sababu Eastlands, kinyume na Westlands na mitaa mingine maarufu, ni mahali kunakopatikana vitongoji vya watu wa hadhi ya chini. Kwa kusema hivi, anataka wakazi wa huko wamwone kama mmoja wao na anayeelewa madhila ya kuishi katika mastakimu duni. Anajitambulisha na kina yahe.

La pili, anasema maeneo hayo yaliwakilishwa na makabila yote. Hili linamaanisha kuwa Kenneth aliishi na kukua na watu kutoka sehemu zote za nchi, na hivyo hana ukabila na anaelewana na hayo makabila yote. Kwa hivyo, ni mgombea wa makabila yote. Alipata fursa ya kusomea katika shule ya Starehe, shule ambayo ilihusishwa na watoto waliotokana na familia maskini ambao walipewa misaada ya kuwawezesha kupata kisomo cha sekondari. Hapa, anaonyesha kuwa yeye ni mmoja wa akina yahe, asiye na ubwana, asiyejua ukabila na kwa hivyo mgombea anayestahili kupewa fursa ya kuwa rais wa Kenya.

Odinga naye anatumia mbinu ii hii kujipendekeza kwa makabwela. Anasema:
Uchumi huu tuliutoa katika wadi ya wagonjwa mahututi hadi wadi ya wagonjwa wa kusaidiwa. Sasa uko katika wadi ya wagonjwa wa kawaida. Tunataka kuuruhusu kutoka hospitali uweze kujisimamia na kujiendeleza wenyewe ... tuna njia na uwezo wa kufanya hivyo, ndio maana tunazungumzia kazi, kazi, kazi. Tuanataka kuunda uchumi ambapo kazi inafanywa masaa ishirini na nne, ambao utatuwezesha kuunda utajiri na kuondoa nchi yetu katika chumi zilizo nyuma za ulimwengu wa tatu na kuingia katika chumi za ulimwengu wa kwanza.
Odinga, Awamu 2, (1:44:30)

Kupitia kauli hii, Odinga analenga kujitambulisha na watu masikini ambao ndio huathirika mno na tatizo la ukosefu wa ajira. Anakusudia kuonyesha kuwa yeye anaelewa matatizo yanayokumba mafukara katika jamii na yuko tayari kujiunga nao kutafuta suluhu. Kwa kuunda uchumi wa unaondeshwa kwa masaa ishirini na nne kwa siku, anakusudia kuunda kazi nyingi ambazo watu masikini wanatamani kuzipata ili kuinua hali zao. Kusema analenga kuiondoa nchi katika kundi la nchi zilizo nyuma na kuiingiza katika tapo la nchi za ulimwengu wa kwanza, anagusa hisia za vijana kwa kuwa wao ndio huathirika mno kwa kukosa kazi.

Hitimisho

Matumizi ya uyahe yaliwapa nafasi wagombea kujitambulisha na kujihusisha na hadhira. Nafasi hii iliwasaidia kuonyesha wapiga kura kwamba wanaelewa matatizo na changamoto zote zinazowalemea wanajamii na kwa hivyo kuwavutia na kunasa nadhari zao.

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Walijiwasilisha kama watu wa kawaida na kwa hivyo wanaowajali masikini. Hata hivyo, haupo ushahidi wa kutosha wa kuonyesha kuwa kiongozi aliyepitia shida zinazowakumba raia siku zake za awali huwa katika nafasi nzuri ya kushughulikia matatizo ya raia hao.

Mkakati huu una manufaa kwa mgombea katika kusaka uungwaji mkono wakati wa kampeni. Hutumiwa na mgombea kujisawiri kama mtu mpole, wa kuaminika na aliye 'mweupe kama pamba'. Tatizo ni kuwa, usipotumiwa vyema na mwanasiasa, kinyume hutokea. Kina yahe wakija kujua kuwa anayoyasema mgombea ni kinyume na hali halisi, basi watamchukia kwa kumwona mtu mwongo, bandia na asiyeaminika wala kufaa kuwa kiongozi.

Raghba ya Jinsia

Mnenaji hujaribu kuvutia uungwaji mkono kupitia misimamo na mitazamo ya kijinsia. Anatumia masuala yanayolenga jinsia moja ili kushawishi jinsia hiyo kumfuata au kukubaliana na maoni yake. Dolan (1998) anasema kuwa jinsia hucheza nafasi muhimu katika maamuzi ya kisiasa. Hutumika kuunda utambuzi wa kimakundi ili kuwaelekeza watu kufuata nyayo za kundi husika. Kwa hivyo, ikiwa kundi husika ni la kiume, jumbe zinazotolewa zitajaribu kulenga masuala yanayohusu wanaume ili kuwavutia.

Kadhalika ikiwa kundi lengwa ni la kike, jumbe zitasheheni masuala yanayowajalisha wanawake ili kuwashawishi kujiunga. Inaaminika kuwa jinsia inayotawala vianzo vya jumbe huwa na uwezo mkubwa wa kuathiri namna jumbe hizo zitakavyopokelewa, kuaminiwa na kutumiwa na wapokeaji, Drunkman (2001). Kwa sababu za kiitikadi, kidini na kijinsia huenda baadhi ya watu wakaamini zaidi habari inayotolewa na mtu wa jinsia moja kuliko nyingine. Ikitokea hivyo, jinsia moja hujitokeza kama iliyotwazwa na nyingine kutwezwa.

Utafiti umedhihirisha kuwa jumbe zinazotokana na mwanakundi hushawishi wanakundi zaidi zikilinganishwa na zile zinazotolewa na asiye mwanakundi (Mackie et.al 1990, 1992). Ni suala la kimaumbile kwa mwanadamu kumwamini haraka anayemwona kuwa mmoja wao kuliko aliye ajinabi.

Namna Ulivyotumiwa katika Mdahalo

Tunamwona Karua, mgombea wa pekee wa kike akitumia jinsia yake kujitafutia umashuhuri katika mdahalo wa urais. Anajiwasilisha kwa wapiga kura kama mwanamke, kama mama, kama mzazi anayeelewa malezi na shughuli zote zinazohusu mahitaji ya familia.

Mfano wa 1:

> *Mnaweza kuamini kuwa ahadi zinazotoa zitatekelezwa, mimi ni mwanamke anayetekeleza anachoahidi.*
> *Karua, Awamu 1, (*0:14:35)

Karua alikuwa na hiari ya kusema yeye ni mtu wa kutekeleza anachoahidi. Lakini hasemi hivyo, badala yake anaamua kutumia neno mwanamke. Kama mwanasiasa maarufu na wa muda mrefu, anajua kuteua maneno. Anaelewa umuhimu na uzito wa kutumia neno mwafaka wakati mwafaka. Aliona neno 'mwanamke' ndilo lingemfaa zaidi.

Inakisiwa kuwa idadi wapiga kura wa kike ni zaidi ya nusu ya wapiga kura wote katika nchi. Ni kundi ambalo kila mgombea angependa sana liwe upande wake. Hakuna mgombea anayeweza kuibuka na ushindi bila kushawishi sehemu kubwa ya wanawake kumuunga mkono. Kwa hivyo, kwa kusema yeye ni mwanamke anayetekeleza anachoahidi, Karua anawalenga wanawake na kuwajuza kuwa kama mgombea wa pekee wa kike, anafaa kuungwa mkono na wanawake wote. Wakifanya hivyo, anaahidi kuwa masuala yao yatashughulikiwa kikamilifu. Pia kwa kujitaja kama mwanamke miongoni mwa wanaume saba, anaonyesha kuwa yeye pekee ndiye wa kuaminiwa. Wale wanaume wengine hawaaminiki kamwe, anaelekea kusema.

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Mfano wa 2

> *Kutokana na rekodi yangu thabiti ya miaka ishirini ya kupigana dhidi ya ufisadi, kutetea haki na sheria, mnaweza kuniamini. Mie ni yule kiongozi mnayeweza kuamini. Nitakuwa kama mama ambaye akiwa nyumbani, hata chakula kikiwa kidogo anagawia kila mtu nyumbani bila kutenga yeyote. Kenya inahitaji sisi sote. Tukifanya kazi pamoja tutaweza kujenga Kenya ambayo kila mmoja wetu anapata chakula. Kina mama hawatakufa kwa sababu ya kukosa dawa wakijifungua. Watoto wetu hawatauza figo, vile niliona mmoja akisema, eti ndipo apate pesa za kwenda shule.*
> Karua, Awamu 2, (1:46:16)

Dondoo hili limebeba taarifa ya kuonyesha kuwa Karua ni mgombea aliye na rekodi ndefu ya kupigana dhidi ya ufisadi na kutetea haki za wanyonge wakiwemo kina mama na watoto. Kadhalika, linasema kuwa akipata kiti hiki cha urais, kama mama, atahakikisha mgao wa rasilmali umemfikia kila mmoja vile ambavyo mama watoto hugawia kila mtoto donge la chakula hata chakula chenyewe kikiwa kidogo. Zaidi ya hayo, anasema kuwa atashughulikia mahitaji ya kina mama katika uzazi pamoja na watoto bila kuwasahau vijana. Anaonyesha kuwa tajiriba yake kama mama inamweka hatua kadhaa mbele ya wagombea wenza wa kiume kwani kazi ya kuzaa na kulea anaifahamu yeye. Hivi, anajistahi kwa kujimwaia sifa sufufu kupitia madai ambayo hakuna mgombea wa kiume anayeweza kuthubutu kuyapinga.

Hitimisho

Raghba ya jinsia huwezesha mwanasiasa kuvutia jinsia anayoona inaweza kumpa ushindi. Anapata fursa ya kuelezea masuala yanayokumba jinsia moja kwa kina na kutafuta uungwaji wa jinsia hiyo. Wagombea waliutumia mkakati huu kujipatia alama za kisiasa kwa kuonyesha wanajali sana jinsia husika. Mkakati ulilenga kuwapumbaza wanajinsia husika ili wamuunge mwaniaji wa jinsia yao bila kuuliza maswali. Shida ni kuwa hayapo masuala yanayoweza kuihusu jinsia moja bila kuihusu hiyo nyingine. Masuala ya wanawake ni masuala ya wanaume pia. Kwa hivyo masuala ya jinsia ni masuala ya jamii nzima. Wapiga kura wanashauriwa kuwa na desturi ya kuchagua viongozi wanaoonyesha kuelewa matatizo yote ya jamii bila kujali jinsia.

Hitimisho na Mapendekezo

Mara nyingi**,** wakati wa kampeni, wagombea watashawika kutumia mikakati ya uyahe na raghba ya jinsia kubembelezea kura. Hili kwa hakika si la ajabu na si kosa. Watafanya hivyo bila kujali kama wayasemayo ni ya kweli na kuaminika ama si ya kweli. Hata hivyo, ni jukumu la mpiga kura kutathmini kila mgombea bila kujali ushawishi anaokuja nao kwenye kampeni. Ajiulize: upi ukweli ninaojua kuhusu mgombea licha ya yale anayoyasema katika kampeni? Je, mawazo yake yana thamani gani dhidi ya matarajio yangu kwa kiongozi ninayemtaka? Je, kuna jambo lolote analojaribu kuficha kwa kutumia mikakati hii? Licha ya anayoyasema, hali halisi ikoje? Masuali haya yataweza kumsaidia mpiga kura kufanya uamuzi ulio mwafaka.
Inapendezwa kufanywa uchanganuzi zaidi kuhusu mikakati mingine ya propaganda ili kumsadia mwananchi kuweza kufanya maamuzi mazuri katika kuteua viongozi wafaao wakati wa uchaguzi

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University Sports and Regional Integration in East Africa

Edwin Andama Ombasa
Kenyatta University, Kenya

Abstract
There has been an upsurge of violent conflicts in some countries within the East African region; namely, Burundi, Tanzania, Somalia, Uganda, South Sudan, and Kenya. Within this context, the theme on sports for peace and regional integration has emerged and received support from not only governments but also international organizations and other stakeholders that are interested in peace-building. To promote peace, universities have put emphasis on developing peace-based syllabus and curricula. It was in light of this situation that this paper sought to review studies on sports activities in universities as a foundation of peace and regional integration in East Africa. The study found that more than 96 percent of university students acknowledged sports as a reliable instrument for enhancing peace because sports is a universal language that is understood by all. It was also revealed that a majority of respondents agreed that the level of awareness on sports activities plays an important role in determining the success of university sports as a tool for promoting regional integration. The paper concluded that the positive role of university sports will be felt if university managements institute the necessary infrastructure and create awareness on the importance of sports in promoting regional integration.

Keywords: East Africa, peace, reconciliation, regional integration, university sports

Introduction

Sports refer to any form of physical activity that contributes to physical fitness, mental well-being and social interaction (Botes & Pelser, 2005). There exists a variety of sport activities in the world today. Some are classified as indoor and outdoor sports whereas others are classified as winter and summer sports. Most of these sports are unique to specific geographical regions and subsequently are only popular within those areas. However, some sports have worldwide popularity and have been utilized as instruments of promoting peace and national, regional or international integration. These include football and athletics.

Sports diplomacy has been in existence for decades. However, many countries are hesitant to acknowledge its crucial function in foreign relations (Danyel, 2014). Although many countries participate in international sports, empirical evidence on influence on regional integration has been minimal (Murray, 2011). The impact of sports on international consciousness came of age after the World War I era when it caught the attention of politicians and governments as a channel through which international relations could be conducted (Eden, 2013). Regardless of this analysis, few studies have focused on the positive role that university sports play in regional integration in East Africa, hence justifying the current study.

The idea of using sports as a tool for building peace and unity continues to gain relevance as peace building organizations devise new and innovative ways of bringing unity. It includes diverse stakeholders, with grassroots insight from multilateral and non-governmental organizations and endorsement from the United Nations. The number of such programmes has increased significantly since the United Nations International Year of Sport for Physical

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Education in 2005. However, this proliferation has not resulted in substantial academic pursuits on the topic, hence justifying the current study which sought to explore how sports can be used as a tool for regional integration in East Africa.

African countries have witnessed war and internal or external conflicts in recent times. Consider examples from the Democratic Republic of Congo, the Sierra Leone crisis, the xenophobic attacks in South Africa, the Togo conflicts of 2005, the 1994 Rwandan crisis, the Guinea crisis of 2009 among others. On a grand scale, Africa represents 88 percent of global conflict-related death toll (Virgil, 2008). Narrowing down to East Africa, violent conflicts have been experienced in not only Kenya, but also in the neighbouring countries such as Burundi, Somalia, Uganda and South Sudan. These occurrences justify the need for scholars to further probe the role that university sports can play in minimizing such conflicts and promote regional integration.

Danyel (2014) and Murray (2011) concur that sports can promote community identity, coherence and integration. Students that are involved in sports are more likely to play an active role in their community. Such roles that promote peace and regional integration include: being company brand ambassadors; representing countries in professional athletics; founding international sports academies; and acting as referees in international sports events. On the same tenor, universities are charged with the responsibility of disseminating knowledge to produce skilled manpower that is more enlightened and capable of thinking rationally and making wise decisions. Within the context of peace education, they have made an emphasis on peace-based curriculums. However, a review of current literature revealed that few studies have been done to unearth the role of university sports in regional integration. It was against this background that this paper sought to examine the role of university sports in fostering regional integration in East Africa.

Main Perspective

States continue to devise new ways like use of sports as a tool of soft power to legitimize their superiority peacefully. It is for this reason that sports can be considered as one of the most exciting modern phenomena that seeks to promote international consciousness. For instance, the International Olympic Committee (IOC) is one international organization that brings together all professional sports and states in one venue at one point. It is for this reason that the IOC is the most competitive in international arena for states to acquire prestige and build their image. Moreover, the Olympic Charter avers that at the heart of the modern Olympic movement is a desire to contribute to building a peaceful and better world (Eden, 2013). Sports have become an instrument of identity for countries. Sports is a political and diplomatic arena where politics parodies sports and vice versa. This means that sports as diplomacy can be used as a tool for solving confrontations when relations between two nations are poor or if relations start to improve, sports can accelerate diplomatic momentum (Harvey, 2010). Although these literatures shed some light on the role of sports, they generalize the issue without narrowing down to university sports as agents of regional integration; a gap addressed by the current paper.

Sports play an important role in shaping a country’s idea of identity locally, regionally and internationally. Harvey (2010) avers that sports is one of the most significant moulders of national unity and collective identity. Eden (2013) emphasized this clearly by stating that sports in modern societies is a means by which nation-states socialize their citizens, transmit symbolic codes of the dominant culture and induce citizens towards conformity with beliefs and values that prevail in the wider society. This means that sports create a platform for states to come together peacefully and also challenge each other fairly and peacefully. Naurright (2013) argues that in this increasingly unified yet divided world, sports mega-events, particularly the Olympic

Games and the soccer World Cup have become focal points that have symbolic value well beyond the results on the arena of sporting competition.

According to Borsani (2009), the use of sports to promote peace is extremely effective in programmes at the community level because they involve those affected by conflict and social tension directly. Sports programmes provide structure in an unstructured and destabilizing environment and serve as a means to channel energies away from self-destruction. They help build the individual skills and values necessary to avoid conflicts and preserve peace. Various groups benefit particularly from sportss for-peace programmes. However, Borsani focused on community sports, unlike the current study which focused on university sports.

Most of the skills and values learned through sports are similar to those that are taught in peace education to resolve and prevent conflicts. Well-crafted sports activities teach respect, honesty, communication, cooperation, empathy, and how and why to adhere to rules. Sports are a powerful way of communicating these values, especially to young people, in a way that is fun and participatory (Hedstrom & Gould, 2004). The current study brings new knowledge by providing new insights from East Africa.

Team sports by their very nature require a lot of cooperation and collaboration among members of a team. Athletes in a team must communicate effectively with each other in order to achieve good results. This creates a spirit of co-operation among team members. Generally, team players tend to be less selfish, are more tolerant towards other people and are more likely to adopt a pacifist approach to resolving disputes in society. In fact, according to Amara (2008), sports enable athletes, especially the youth to find avenues for their violent energies and emotions that could prove detrimental to society if allowed to go undirected. However, this literature is very general and does not pay attention to university sports, a gap addressed by the current conceptual paper.

Sports may be used to promote peace and friendship. Peace and friendship seem to be the themes of many existing sports festivals even if particular sport events have not explicitly dubbed as such. Therefore, all modern sporting activities, including games and festivals fundamentally and implicitly promote friendship. At the end of a game, athletes from both the victorious and the vanquished sides could be publicly seen shaking hands, exchanging shirts, hugging each other or consoling one another. This happens even at the end of martial sports such as boxing and wrestling. Such gestures epitomize empathy, tolerance, acceptance and love, which all constitute a good recipe for peace (Augustine, 2003). A major gap in this literature is that it does not particularize university sports in the East African context; a gap that justified the current study.

Borsani (2009) studied sports, peace and reconciliation in the Kakuma refugee camp in Kenya. The study found that the new self-help youth sports and community development programmes in the Kakuma refugee camp succeeded in breaking down barriers and prejudices between people of different nationalities, ethnic groups, genders, refugees, and Kenyan youth in the nearby town. An evaluation report in mid-2000 concluded that the new programme played a role in changing the mentality of the society. According to community leaders and police officers, the project had a positive influence on the Kakuma society, especially on the young people in the camp and in Kakuma town. Sports kept the youth busy and less bored. People knew each other from the sports field and they also learnt to respect each other and to solve problems amicably than by fighting. Although Borsani (2009) provides insights on the topic, the study did not narrow down to university sports; a gap that was addressed by the current study.

Theoretical Framework

This study utilized classical liberal theory whose contemporary followers include: Ronald Dworkin (1931-2013), Richard Rorty (1931-2007), John Rawls (1921-2002), Amartya Sen

(1933-present), Hernando De Soto Polar (1941-present) and Francis Fukuyama (1952-present) (Moravcsik, 2003). The theory views university sports as a tool that students can use to build social networks for mutual benefit. Through tournaments and competitions, university sportspersons could build friendships, associations and sports clubs which foster regional integration and peace. Students from different nationalities can invite each other for sports activities outside their countries of origin. The liberal image of international relations is a large, seemingly all-inclusive tent; not just states, but also international and non-governmental organizations and the often cross-cutting networks that connect them. According to Harvey (2010), classical liberalism re-affirms the attempt of institutions to understand politics for the sake of designing institutions that promote cooperation, welfare, and human rights.

Classical liberal theorists such as Immanuel Kant (1724-1804), Jeremy Bentham (1747-1832), and Giuseppe Mazzini (1805-1872) foresaw that the creation of international institutions would be beneficial for states to improve trust among them and promote cooperation and peace (Moravcsik, 2003). The annual East Africa university sports events, for instance, are possible due to regional bodies which engage states as actors. University sports involve states coming together in their regions under regional organizations such as Eastern Africa University Sports Federation (EAUSF) or international associations like Federation of Africa University Sports (FASU).

Although the liberal theory holds a huge influence in this study, there is a central criticism to the liberal perspective. Sports are naturally competitive and states use it as a form of power since sports and politics are always linked (Eden, 2013). Although the competitions are considered soft power, some states have used international sporting competitions for propaganda. Harvey (2010) avers that both totalitarian and democratic countries have used sports to promote propaganda and nationalism. In this sense, liberalism offers a good framework for explaining important aspects of university sports and regional integration through inter-university sports such as the annual East Africa University Sports. Interaction of students from different nationalities serves as a good avenue for peace and regional integration in Africa and beyond.

Methods

The researcher utilized document analysis to gather secondary data. According to Babbie (2010), document analysis is a method of data collection which involves analysis of content from written documents in order to make certain deductions based on the study parameters. The method is mainly used in qualitative research as a method of qualitative analysis. When using this method, the researcher reveals the document type (reports, records, manuscripts), the kind of document (governmental or institutional), its dates, where written, author and title, the aim of the document, the factual information contained, why the document is a valuable source of information, how the document can be used, and what the document does not answer and could be answered by the author (Marshall & Rossman, 1995). This is done in order to validate the documents.

Secondary data from online papers was studied. It referenced reports from previous research at the international, regional, and national levels. A key word search included the following words and phrases: ‘sports’, ‘university sports’, ‘regional integration’, ‘peace’, ‘sport participation’, ‘East Africa’, and ‘regional sports’. It followed the eight procedures of document analysis by O’Leary (2014). In the first stage, a list of texts to be explored was created. These were relevant books, theses and journal articles. In the second stage, a consideration on how texts were to be accessed with attention to linguistic and cultural barriers was made. This was followed by an acknowledgement and tackling of inherent biases in the third stage. In the fourth stage, the researcher developed appropriate skills for research. The fifth stage involved an exploration of strategies to ensure credibility of the data. Step six involved searching specific data as dictated by the objective. In step seven, the researcher made some ethical considerations, especially with regard to handling confidential documents. Finally, in step eight, a backup plan for the entire process was developed to ensure that all data generated was stored safely for easy retrieval.

Apart from the document analysis procedures of O'Leary (2014), the study also utilized Peters (2010) approach of reviewing research texts. The approach enabled the researcher identify the study locale, attributes of samples used, data analysis procedures, and findings of each document accessed. Materials relating to each research question were grouped, re-read and notes taken. Emergent themes were identified in relation to university sports and regional integration. An initial draft was sent out for peer review. Reviewers gave feedback which was used to fine tune the final paper in readiness for publication.

Results and Discussion

Part of the content was obtained from Ndiwa (2016) who studied the role of university sports in promoting regional peace and integration in East Africa. The study used across sectional survey research design. The researcher interviewed 100 students from sampled universities in East Africa, representatives from sports departments, student governing bodies, and sports associations. The research used both primary and secondary data. It incorporated questionnaires, interviews, and observations to collect data. Data was analysed by measures of central tendency and variation. The results were presented in frequency distribution tables, graphs, bar charts, and pie charts. Qualitative data was grouped and reported according to themes.

Generally, Ndiwa (2016) found that a majority of respondents acknowledged sports as a universal language which can be understood by all hence being able to permeate cultural, political, ethnical, religious, racial, economic and tribal boundaries to foster peace and regional integration in East Africa. Specifically, the study found that 56 percent strongly agreed, 40 percent agreed, 3 percent were not sure whereas 1 percent disagreed with this observation. This conforms to Hedstrom and Gould (2004) who argue that sports have been referred to as a universal language common in most cultures and understood by many. All sports have rules of conduct which are respected by all and in case of any faults, the penalties are gladly accepted by the participants.

Views were sought on the extent to which students thought that university sports contributed to peace. Ndiwa (2016) found that 4 percent did not respond, 6 percent not extensive, 9 percent remotely extensive, 35 percent fairly extensive, 38 percent quite extensive, and 8 percent very extensive. Therefore, it can be deduced that a big percentage of students agreed that university sports play a role in peace propagation. Within the East African context, therefore, participation of university students in regional sports provides an avenue of peace building. The social interactions that students make during such competitions build cohesiveness, mutual understanding, and cultural tolerance, which are the key ingredients of regional integration.

There are a number of initiatives undertaken to address diverse socio-economic aspects of our society. Ndiwa (2016) established that 18 percent of the respondents were aware of the existence of peace themed sporting activities in the region while 82 percent were not aware of such activities. This was despite the fact that majority of the respondents had supported the fact that sports is a universal language and that university sports have contributed to promotion of peace. It can be deduced that universities are yet to stand out strongly as peace promoters through the use of sports given the small percentage of respondents who were aware of peace themed sports activities. It can also be concluded that there is a gap in the area of awareness campaigns. The results concur with Broere and Houwen (2001) who aver that in promotion of peace, universities have put more emphasis on developing syllabus based on peace.

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Sports require facilities and equipment to facilitate people engaging in them. These include fields, nets, balls, and swimming pools among others, depending on the sport activity. Ndiwa (2016) sought to find out how the availability or unavailability of these facilities influenced the successful use of sports as a tool for promoting integration in the East African region. From the results, 17 percent of respondents thought it did not contribute much, 15 percent indicated a bit much, 27 percent indicated much, 16 percent indicated quite much and 25 percent indicated very much. Therefore, it can be concluded that most respondents thought that availability of sports facilities was an important factor in enhancing the use of university sports as a tool for promoting regional peace. These results concur with Virgil (2008) who identified the widening gap between the poor and the rich as linked to a shortage of physical education and sport for all programs, lack of financing, few sport facilities, and little equipment, all which negatively affect peace initiatives. Financial constraints in university sports can be addressed through a number of ways. These include sourcing sponsors from the co-operate world; developing sports endowment funds in universities; reaching out to philanthropists; and utilizing traditional sports like wrestling which require less resources (Borsani, 2009).

It was established that 6 percent of respondents were of the opinion that not much of information is available to them on awareness of the role of university sports in promoting peace and regional integration. A paltry 18 percent indicated a bit much, 29 percent indicated much, 25 percent indicated quite much and 18 percent indicated very much (Ndiwa, 2016). This shows that a majority of the respondents were of the view that the level of awareness plays a crucial role in determining the success of university sports as a tool for promoting regional integration. Knowledge is power. An informed society is a progressive society. Awareness is important as it informs people of what is happening and what is expected of them. It makes them understand the goals and objectives that are set. Awareness can be done by notices, posters, radio and television announcements or publicity through the media. This will serve the purpose of keeping people abreast on events as they unfold.

East Africa has people from different ethnic backgrounds. These people are characterized with multicultural beliefs and traditions that have shaped their values and behaviours. The work of Ndiwa (2016) focused on the extent to which ethnic factors inhibited the extent to which university sports are used to promote regional integration. In relation to this, 26 percent indicated not much, 24 percent indicated a bit much, 21 percent indicated much, 13 percent indicated quite much, and 16 percent indicated very much. It can therefore be deduced that most respondents were of the opinion that cultural beliefs were not a barrier to utilization of university sports to promote integration.

Financial resources are crucial in running projects and programmes. Ndiwa (2016) unravelled various opinions of respondents on the role that financial resources played in ensuring that university sports are effectively used to promote regional integration in East Africa. The study found that 12 percent indicated not much, 5 percent indicated a bit much, 19 percent indicated much, 19 percent indicated quite much and 45 percent indicated very much. A look at these statistics leads to the conclusion that availability of financial resources plays a major role in the successful utilization of university sports as a tool of promoting regional integration. This is because the logistical operations involved during organization and coordination of sport activities require huge financial resources.

Recently, Busolo (2016) focused on the role of sports diplomacy in African international relations through a case study of Kenya. This study employed both exploratory and descriptive designs. The sample of 30 respondents comprised officials from Ministry of Foreign Affairs and master’s students from the Institute of Diplomacy and International Studies, University of Nairobi. Purposive sampling was used. An interview and questionnaires with open and closed

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ended questions were used to collect data. Both qualitative and quantitative techniques were utilized. The data was reported by way of graphical tabulations, charts and explanations.

One official from the ministry of foreign affairs was interviewed by Busolo (2016) on the question of how sports can be better utilized as a tool of diplomacy in Africa. According to the respondent, African states are renowned for their athletic prowess and this gives Africa a unique identity. To further this, he suggested that Africa should promote their best athletes who are globally recognized to be the region's ambassadors through their participation in sports. They can use their athletic ability to showcase and promote Africa's culture, just as Africa has absorbed the western culture. They can promote African languages abroad during media interviews and this may help in making the Kiswahili language be added to the list of United Nations' official languages. Although these findings reveal much with regard to the topic, they focused on sports in general, instead of university sports, as the case was with the current study.

A majority of the respondents strongly agreed on the significance of Africa participating in international sporting events to advance its continental interests. This opinion was bolstered by those who agreed at 20 percent. The undecided and those who disagreed were only 5 percent. Moreover, 100 percent were in agreement about Africa using sports to increase influence in international relations through sports (Busolo, 2016). This infers that the use of sports in international relations for Africa could be effective for its international relations. Although these findings reveal much with regard to the topic, they focused on sports in general, instead of university sports, as the case was with the current study.

Indeed, 25 percent of respondents agreed that sports diplomacy could be a good tool to bring warring parties together during war. Even though the respondents that strongly agreed were 35 percent, the results showed that 90 percent were in support of using sports diplomacy as a ceasefire tool. However, 40 percent were undecided (Busolo, 2016). In real sense, the long-standing political conflicts between East African countries such as Rwanda and Uganda can be resolved through such initiatives. The use of such peaceful means serves as one of the most effective ways of solving conflicts. Although these findings reveal much with regard to the topic, they focused on sports in general, instead of university sports, as the case was with the current study.

Busolo (2016) found that Africa could use sports diplomacy to build international consciousness and cultural promotion. These opinions got equal participation at 45 percent. Social harmony was lower at 4 percent and using it to build regional competition came at 6 percent. This underscores the need to use sports to fight political intolerance and violent extremism that plague most countries in the region. Moreover, the role of sports diplomacy in attaining Kenya's national interest was unravelled. An official from the ministry said that different sports diplomacy dynamics if implemented well can be a strategic tool in the quest to promote Kenya's interests. These interests as per the foreign policy document are to: protect Kenya's sovereignty and territorial integrity; promote integration; enhance regional peace and security; advance the economic prosperity of Kenya and its people; project Kenya's image and prestige; promote multilateralism; promote the interests of Kenyan Diaspora and partnership with the Kenyans abroad. The respondent said that it is the need to use various aspects of cultural diplomacy such as sports, which led to the public validation of a new post within Kenya's Ministry of Foreign Affairs, called the cultural desk. He stated that among other functions of the post, it will work hand in hand with Ministry of Sports, Culture and Arts to actualize these sports, culture and arts as diplomacy tools. It will provide a platform abroad for the local Ministry of Sports, Culture and Arts may lack thus elevating and promoting the Kenyan culture.

Busolo (2016) revealed that sportspersons as diplomats promote Kenya as a regional leader. A majority of respondents (55 %) indicated that athletes help promote Kenya. A meagre5 percent thought that by establishing training centres, it helps promote Kenya. A paltry

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10 percent thought that by participating in regional competitions and being associated with regional organizations, they help Kenya's leadership role. From a regional perspective, for instance, this helps explain why the Rwandan government paid a $39 million sleeve sponsorship with the English Premier League Club Arsenal in a deal christened 'visit Rwanda,' ostensibly to promote the country's tourism sector.

Regional integration includes economic integration. On the question of Kenya's foreign economic relations and sports, respondents stated that Kenya should export athletics vigorously since it is one form of our unique identity globally (Busolo, 2016). If Kenya promoted its athletes, especially those who participate in rugby and athletics and brand them with local brands, new foreign economic doors could be opened. International companies could venture into forming business mergers with Kenya's local businesses, thus raising Kenya's profile economically. This could translate to economic growth for Kenya and eventually trickle down to ordinary citizens in form of jobs.

Conclusion and Recommendations

Globalization has played a key role in building national brands in sports for many states. The ability that has been presented by international media in university sports has prompted many states to not only want to host international sport events, but also brand themselves using various sports. Although university sports can be used to demonstrate the superiority of one system (or people) over another, it can also be an avenue to demonstrate similarities and bring countries together, preparing the way for eventual public policy reforms. The liberal image of international relations is a large, seemingly all-inclusive tent; not only for states, but also international and non-governmental organizations and the often cross-cutting networks that connect them. This is confirmed in the pluralistic, modern and dynamic diplomatic environment. University sports offer people and nations a chance to showcase their best in ways other than politics, warfare and global one-upmanship through international sports organizations cutting across networks. As this paper found, university sports are an effective tool for fostering peace and regional integration in East Africa. This is because sports are a universal language that is understood by all and permeates all ethnic, linguistic, and cultural boundaries. University sports stand a good chance of promoting peace by offering a platform of exchanging values, sports ideas, best practices, and present opportunities.

From this study, it is recommended that: respective governments of East Africa Community member states embark on elaborate media campaigns to promote university sports in pursuit of regional integration; Governments support sportspersons to build their profile and avoid switching their nationalities due to frustrations; the ministries of sports, culture and arts to promote sports in marginalized areas and also work with relevant ministries to use sports to end regional conflicts; and financial resources and sports infrastructure to be enhanced in public institutions of higher learning to allow more students participate in sports. This could be done by establishing university sports endowment funds and reaching out to philanthropists for funding.

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Re-Modulating the Growth Enterprise Market Segment to Drive the Growth of SMEs in Kenya through Securities Market Financing

Samuel O. Onyuma
School of Business and Economics, Laikipia University, Kenya

Abstract
Small and Medium Sized Enterprises (SMEs) are important in driving economic growth in emerging economies, vital in creating dynamic market-oriented growth, and spurring innovations and employment opportunities for a growing population. To do this, they need access to growth finance as well as knowledge and expertise. Access to finance is the main barrier to their growth and competitiveness. However, Kenyan SMEs face limited access to financing from banks due to relatively higher risks associated with them. Securities markets have an imperative role in bridging this financing gap through the provision of alternative funding sources for SMEs as their needs evolve over different phases of their life cycle. In a bid to aid SMEs in their financial growth, the Growth Enterprise Market Segment (GEMS) was created at the Nairobi Securities Market to provide a funding platform, diversification of ownership structure and unlocking value through more favourable listing requirements, while benefiting from increased profile and liquidity within a regulated environment. It targets SMEs with limited track record but with positive growth prospects. Nine years following its introduction, however, the number of SMEs seeking listing has been relatively low. Only six firms have listed on GEMS with five trading with poor stock liquidity and one already delisted. Guided by the Stages Model as well as Efficient Markets theory, and using a multi-scenario document analysis methodology, this paper analyses the literature and examines the reasons behind GEMS' struggle with attraction of SMEs. It argues that besides regulatory burdens, a range of other business environmental factors conspire and limit SMEs attraction to GEMS. The lack of competent SMEs financing experts, internal organization characteristics, lack of awareness of securities market and understanding of GEMS listing requirements among entrepreneurs in a more sophisticated securities markets financing options, and the urge to raise business profile over and above raising growth capital could have conspired to slow the growth in the number of SMEs listing on GEMS. The paper provides important recommendations on how to re-modulate the GEMS platform to attract more SMEs listing in Kenya.

Keywords: Business incubation and acceleration; growth enterprise market segment; Nairobi Securities Exchange; Ibuka platform; small and medium sized enterprises
JEL Codes: D53, G32, M13, O16.

Introduction

Small and Medium Enterprises (SMEs) contribute greatly to economic growth of developing countries like Kenya. Their share in employment and wealth creation tends to be higher than from large firms. As such, policy provisions remain fundamental in propelling these enterprises towards self-sustenance and realization of their full potential in contributing to economic growth. Kenya aspires to achieve 10 percent average annual economic growth by 2030 as part of a wider economic plan to achieve sustainable growth. The development of a vibrant and globally competitive productive and effective financial services sector aimed at promoting high savings levels to fund the country's overall investment needs, including the Big 4 Agenda, is critical to this high-level growth.

The Kenyan government introduced a 10-year Capital Markets Master Plan in 2014, recognizing the importance of the financial sector in achieving this vision. Kenya's securities market was to be upgraded from a Frontier Market to a Morgan Stanley Capital Index Emerging Market status by 2023. The Plan lays out a road map for implementing cross-cutting financial sector reform strategies. ITC (2019) argues that increasing the competitiveness of Kenya's SMEs underpins achieving the goals of Kenya's Vision 2030; the country's long-term development blueprint. This is based on data from the SME Competitiveness Survey. One area of concern for resolving SMEs' competitiveness and needed growth remains the aspect of financing.

It has also been recognized that SMEs have difficulties in obtaining finance through the formal debt markets such as commercial banks. This is due lack of collated assets, audited accounts and credit track record. As such, SMEs face limited access to financing from banks due to relatively higher risks associated with them. Capital markets, however, have an imperative role in bridging this financing gap through the provision of alternative funding sources for SMEs as their needs evolve over different phases of their life cycle. It is against this background, and in a bid to aid SMEs in their financial growth that the Capital Markets Authority (CMA) and the Nairobi Securities Exchange (NSE) created the Growth Enterprise Market Segment (GEMS) in 2013 to assist SMEs to raise growth capital from the securities market.

The GEMS was to provide a funding platform, assist SMEs diversify their ownership structure and unlock value through more favourable listing requirements, while benefiting from increased profile and liquidity within a regulated environment. The GEMS aims at accommodating SMEs mostly with limited track record but with positive growth prospects to scale up their operations. It was expected that through this listing platform, SMEs will be able to raise substantial initial and ongoing capital for expansion. Further, GEMS was to augment various initiatives undertaken by both the government and the private sector to deal with the challenges facing SMEs. However, listing on this market segment by SMEs has been lower than anticipated. Nine years following the introduction of GEMS, and despite the minimal listing requirements under this segment, the number of SMEs seeking listing has been relatively low despite eighteen nominated advisors (NOMADS) having been licensed by the CMA. Only six firms have listed on GEMS with five trading with poor stock liquidity, while one has already been delisted. The expectation by the CMA and NSE was that 24 GEMS listings would be achieved within ten years. The reasons as to why there exist a slow listing on GEMS at the NSE is unclear and thus an issue of concern, which therefore, needs to be understood and addressed.

The paper was guided by firstly, the Stages Model of SMEs growth developed by Churchill and Lewis in 1982, which argues that a firm progresses through different stages, including existence, growth, take off and resource maturity, and thus a firm's characteristics, challenges, practices and attributes are mapped into separate successive stages (Farouk & Saleh, 2011); and secondly, the Efficient Markets Theory, which postulates that securities market listings value and stock price behaviour is not influenced by investors use of past or public information (Fama, 1970). Using a multi-scenario document analysis methodology, a type of qualitative research in which documents are reviewed and dissected by an analyst (Frey, 2018), this paper analyses the literature and examines the reasons behind GEMS' struggle with attraction of SMEs. This is achieved through coding securities market listing and SMEs growth documents' content into subjects by identifying, interpreting, and synthesizing the information contained in such documents in order to assess an appraisal theme and gain deeper empirical knowledge about a subject matter.

The objective of this article was to discuss the reasons behind the low number of new SMEs listing on GEMS with a view to prescribing important recommendations on how to re-modulate the GEMS in order to end the NSE's IPO listing drought. The study had the following research questions: why has GEMS not attracted many SMEs to list on it? What has been the market price performance of the GEMS-listed SMEs? What can be done to re-modulate the GEMS listing platform to excite the SMEs to join the securities exchange to raise growth and development capital?

Small and Medium Sized Enterprises Sector in Kenya

The SMEs sector in Kenya accounts for the lion's share of the total employment. Evidence shows that SMEs account for about 86 percent of the country's total employment outside small-scale agriculture and contribute to about 40 percent of the value of the economy. Kenya has about 2.1 mn registered SMEs constituting about 96 percent of all business enterprises in the country. The SMEs therefore represent the largest sector in the economy employing a larger percent of Kenya's workforce and contributing up to 18.4 percent of the country's Gross Domestic Product (Economic Survey, 2021).

According to a survey conducted by the Kenya National Bureau of Statistics in 2021, approximately 400,000 SMEs do not celebrate their second birthday thus raising questions about the sector's long-term viability. While the World Bank praised Kenya in its 2017 report on Doing Business in Kenya for making strides in making it easier to start a business, there is still a major issue in smoothing out the process. Finance continues to be the most pressing issue facing Kenyan SMEs. According to Quartey et al. (2017), the key problem affecting SMEs in Africa is access to finance, which is heavily influenced by factors such as firm scale, ownership, legal rights, credit information depth, firm's export orientation and top manager's experience. Few banks are eager to fund SMEs, especially at the start-up level. The Kenyan government and other partners, have developed the Financial Sector Deepening (FSD) programme aimed at increasing access to financial services for low-income households and small firms. The FSD, the World Bank, and the Kenyan Central Bank undertook a study to better understand the supply and demand sides of the SME market (African Review, 2021). It was reported that access to finance continues to be the most serious threat to the survival of SMEs and that they cannot achieve maximum growth unless they have sufficient long-term financial resources. This is where capital market financing plays a crucial role.

In recognition of the economic role played by SMEs and their challenges in financing, the government and private organizations have come up with strategies to increase access to financing for SMEs. Among them is the introduction of special securities market segment called GEMS that is aimed at reaching the SMEs for equity financing. The GEMS, according to Onyuma (2021) is a securities market segment set up by a securities exchange for growth firms that do not fulfil the usual requirements of profitability or track record.

Status of the Kenyan Securities Market

The Nairobi Securities Exchange (NSE), founded in 1954, is the principal securities exchange in Kenya. Besides equity securities, cash and derivatives, the NSE also offers a platform for the issuance and trading of debt securities. The NSE which has 62 listed firms (with 5 under suspension awaiting delisting) has been undertaking reforms to bring it at par with other emerging markets. Nevertheless, market performance has been poor compared to other peer exchanges in Africa. The recent heated political events caused by the three botched presidential elections, collapse of some stockbrokers and the 2020 commercial disruption of business operations caused by Covid-19 pandemic have also provided a lot of challenges to the performance, growth and development of the NSE as many retail investors shy away from the market. It is such challenges coupled with sluggish macroeconomic performance that have called for more reforms to improve its firm listings.

According to the PricewaterhouseCoopers (PWC) (2020), over the past ten years, there have been 215 IPOs by African companies in Africa and on international exchanges, raising $16.9bn. Out of these, Kenya only managed to attract 3 IPOs, the NSE self-listing IPO in 2014 (Ksh.627mn), the Income-Real Estate Investment Trust (IREIT) IPO in 2015 by Stanlib Investments (Ksh.3.6bn), and the 2020 Homeboyz IPO (Ksh.252.8mn). This listing record is lower compared to listing in top 5 countries with the highest number of IPOs in Africa in which South Africa had 44 IPOs ($4,774mn); Tunisia, 23 IPOs ($391mn); Egypt with 13 IPOs ($1,254mn); Tanzania with 8 IPOs ($243mn); and BRVM regional market (Benin Burkina Faso Guinea Bissau Côte d'Ivoire Mali Niger Senegal Togo) also had 8 IPOs ($301mn). Kenya seems to be lagging behind in the number and value of equity IPOs.

The trading activity and liquidity at the NSE has also been seriously subdued. For instance, the NSE 20 Share Index, according to CMA (2021) has since dropped to 1,882 points in January 2021 with the total number of shares traded decreased to 294mn shares. Also, the total value of shares traded at the NSE decreased from Ksh 10.24bn in December 2020 to Ksh 8.85bn in January 2021. In April 2021, NSE 20 Share Index was at 1,873.46 and equity turnover was Ksh356.4 mn, while market capitalization stood at Ksh.2.524tn (NSE, 2021).

The NSE has not had major listings since the Safaricom IPO, a trend which has seen investors concentrate most of their wealth in a few large-cap stocks like Safaricom, East African Breweries, Equity Bank, KCB Bank and Co-operative Bank account for 79.4 percent of the market value of the companies listed at the Exchange. The Kenyan securities market currently has a market capitalization of Ksh 2.524tn, with Safaricom alone controlling 44 percent of the market value. The CMA is concerned that the NSE will not be able to meet its expected listing goals as outlined in Kenya’s Capital Markets Master Plan, which calls for at least four new listings on the NSE per year. Just a few large-cap stocks account for nearly 79 percent of overall market capitalization, rendering the securities market volatile due to the reliance on a few securities, which poses a risk of a market crash if anything happens to these firms.

The securities market therefore needs a fresh listing of high-value firms and several SMEs listings to increase diversity within the Kenyan market and correct the market imbalance. This will reduce the dominance of the five companies and fill the gap occasioned by de-listings and erosion in the value of blue-chip stocks like Kenya Airways and Kenya Power. Access to the securities markets is influenced by a variety of factors, especially in emerging markets like Kenya (Gravdina & Sahovsca, 2013) include; the level of awareness of securities market listing benefits, cost of listing, level of a firm’s riskiness and profitability, corporate governance issues, listing and trading rules for entering the securities market, and the capital structure preference of a firm, in particular for SMEs.

The CMA has been engaging stakeholders such as the National Treasury, NSE, Central Depository and Settlement Corporation (CDSC), Fund Managers Association (FMA), and MSEA, among others, on how to come up with value propositions for listing on the NSE and proposals to loosen entry regulations into the market in order to alleviate the listing bottlenecks. Consequently, the NSE developed an Incubator and Acceleration Board called Ibuka to help entrepreneurs grow and succeed by providing a variety of business support tools and consultancy services to firms that are not yet ready to list but have promising prospects. This is aimed at assisting in the creation of a pipeline of active SMEs for future exchange listing. There is also the launch of the GEMS at the NSE in 2013 aimed at addressing the lack of listing, with the goal of providing more options for SMEs finance, especially long-term funding, through the use of favourable listing criteria tailored for SMEs. After its inception, the segment

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has attracted a total of six SMEs, five of which have listed by introduction (one of which has been delisted), and one by cross-listing.

The NSE is therefore banking on the Ibuka programme to help raise the number of firms listed, as well as lobbying the government to sell additional shares in successful blue chips such as Safaricom, KCB Bank, Kengen, and KenyaRe, in addition to other non-listed parastatals like Kenya Pipeline Corporation, Kenya Airport Authority, and Kenya Ports Authority to the public. This is a departure from the past where the NSE has been waiting on firms to put their house in order then approach them for listing; a process that has proved slow and sometimes exposed new shareholders and creditors to losses. The NSE is therefore experiencing a serious dearth of IPO listings, which are key in introducing new investors into the securities market. It has instead seen a raft of listings by introduction, largely limited to SMEs under its GEMS, which have failed to excite stock investors. The question which arises then is why has GEMS not attracted many SMEs to list on it, and what can be done to re-modulate the GEMS listing platform to excite the SMEs to join the securities exchange to raise growth and development capital?

The Need for the Growth Enterprise Market Segment

Before the creation of GEMS in Kenya, firms listed on NSE's under the main investments market segment (MIMS) needed to have a minimum of 1,000 shareholders, and the alternative investments market segment (AIMS) required a minimum of 100 (CMA, 2020). Even if the owners did not want to have direct control over the firm, acquiring a large number of shareholders before listing could be extremely expensive. Other firms were immediately excluded from the NSE's listing criteria due to lack of a profitable track record. To list on the MIMS, a firm needed to have five years of audited financial statements and to have made a profit in at least three of those years. On AIMS, firms were required to have three years of audited financial statements, two of which had to demonstrate profitability. This was a significant roadblock for firms in industries like mining and oil, which may have strong prospects but lack the track record needed by the MIMS and AIMS listing boards, while still in the exploration phase. Firms that changed their primary operation or created from the reorganization of older firms were also affected (CMA, 2014). In fact, SMEs were completely excluded from the listing equation, given their scale of operations. Such restrictions on listing in the MIMS or AIMS seemed to be at odds with growing foreign interest in the Kenyan economy. These are therefore the issues which GEMS was to address so that SMEs could also find a window for them to raise growth and development capital through the securities market.

The GEMS platform was to enable SMEs to raise capital to drive their growth plans while benefiting from increased profile and liquidity within a regulatory environment designed to meet their needs (CMA, 2014). The objectives were to make it affordable for SMEs to gain access to financial resources that were previously the preserve of larger firms, and also to raise their public profile as well as for SMEs owners/investors to realize the cash value of their investments with ease (ACCA, 2013).

In Kenya, a number of reasons could be responsible for the slow pace of SMEs listing at the NSE. For example, despite the securities market's introduction of the GEMS, it has been reported that SMEs are not participating due to a lack of knowledge and information about the benefits of a securities market listing (Nyakweba, 2014). One of the basic ingredients of a well-functioning securities market is public awareness. The government has attempted to launch a concerted campaign through the CMA in order to educate the public about the benefits of investing in the securities market (Awino, 2019). Tailor made information on GEMS required to help instil trust in the public and encourages investors to participate in the market. Public awareness campaigns can raise public interest and propagate market growth.

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Another barrier to listing on the NSE's GEMS is the segment's strict guidelines. For example, the Unaitas Sacco Society Ltd, a savings and credit co-operative society, tried but failed to meet the listing requirements (ACCA, 2013). Listing requirements and corporate governance requirements have been found to have the greatest impact on SME listing on the NSE (Mwarari, 2013). Despite these limitations, the establishment of GEMS is an essential strategy for SMEs to gain deeper access to the securities market, especially for SMEs that want to grow their businesses and take advantage of Kenya's expanding capital markets, especially in recognition of the importance of SMEs in driving economic growth and transformation under the Vision 2030 economic blueprint.

Firms Listed on the GEMS on the Nairobi Securities Exchange

The GEMS listing requirements have been relaxed to accommodate smaller growth firms. The relaxed requirements included not having minimum firm asset value or profitability record; submission of audited accounts for only the year preceding the year of listing, with no profitability requirement; and a minimum of Ksh.10 million in paid up share capital. This listing segment demands only that listed companies have 25 independent shareholders and a 15 percent free float within three months of listing (having 15 percent of their shares in the hands of public investors). Securities issuers here only need a single year of experience and have never had to be profitable, but they must be able to show that they have enough working capital to run the business for at least 24 months after listing. As of 12th September 2021, the GEMS segment had a combined market capitalization of Ksh.1.1bn, which amounts to 0.11 percent of the total NSE market capitalization.

It is worth noting that the segment has not attracted as many SMEs as was predicted. Following its launch of GEMS, Home Afrika Limited became the first firm to be listed on 15th July 2013 (Anyanzwa, 2014) listing 405mn shares. In November 2014, Flame Tree Group also became listed but was later delisted having violated the listing rules. Kirwitu Ventures Limited joined the GEMS in November 2014 by listing at Ksh1,250 a share; however, its stock price has never changed since its listing. Furthermore, Atlas Development and Support Services was cross-listed at the NSE on 17th December, 2014 but was later delisted from the NSE on 25th April 2019 following resignation of its Kenyan NOMAD.

In addition, Nairobi Business Ventures Limited obtained listing on the GEMS board on 12th June 2016 selling 23.6 mn shares. On November 30th 2020, the NSE approved Nairobi Business Ventures Ksh83 mn buyout deal by Dubai-based Delta International FZE to automatically acquire a listing status; a process technically known as a reverse takeover, to take control of Nairobi Business Ventures (NBV) whose shoe retailing business had collapsed. Lastly, Homeboyz Entertainment Limited listed its shares by introduction on GEMS listing board of the NSE on 20th December 2020 by listing 63.2 mn shares, becoming the first entertainment company in Kenya to do so (NSE, 2020).

Performance of GEMS Listed Firms at the NSE

While the Capital Markets Master Plan, 2014-2023 aims to have 40 firm listings on GEMS by the end of 2023, thus raising the market momentum, this goal is yet to be met. Even as the NSE strives to attract SMEs to the securities market, the output of the companies that are already listed is lacklustre. The NSE and financial advisors are aware of the financial difficulties that investors who invest in listed SMEs are already experiencing.

The NSE monitors listing advisors to ensure that they are following rules and regulations, and the weak performance of the companies listed on the GEMS cannot be attributed only to a general market downturn brought by the difficult economic conditions. This is because it is the duty of the board of directors of the listed companies to ensure that rules are followed. A company's success is influenced by a variety of factors, including the financial and economic

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environment in which it operates. Is it possible that the valuation of SMEs that are candidates for GEMS listing does not take all factors into account? Some of the listed SMEs were brought to the market at valuations that did not represent their risks. Firms that approach the GEMS board are high-risk because they are still rising, have not grown, and have a history of poor governance.

With the market downturn, the share prices of some SMEs have plummeted to new lows, leaving investors counting paper losses and raising concerns on whether the listing prices of these firms took into account all of the risks that come with smaller firms. Shareholders in Home Afrika Ltd and Atlas Development Ltd have lost money in these firms. It is worth asking why there is such a sudden flurry of interest on the GEMS by SMEs. Could it be the pursuit of owners' prestige and fortune? Are the firms' early investors hoping to benefit from the selling of their shares after listing and the price rises before the market corrects? Home Afrika's shares, for example, reached an all-time high of Ksh.25 only a few months after going public, up from the Ksh.12 initial listing price. The stock, however, closed on November 17th 2014 at Ksh.4.15, dropping further to Ksh.0.40 in September 10th 2021, mirroring the company's poor performance following its initial public offering. Similarly, the shares of Flame Tree Group, listed at Ksh.8, rose to Ksh.14 on the first day of trading, but have since fallen to Ksh.1.35 by September 10th 2021.

There is also a disconnect between what listed SMEs inform the market (investors) and the truth of trading. Atlas Development's decision to sell its core business of providing logistics to the oil and gas industry in order to invest heavily in a Nigerian gaming company, for example, sent the wrong message to local investors (Mwanyasi, 2019). Atlas Development's share price had fallen by more than 90 percent to Ksh.1.05 per share at the time of being suspended from trading in 2017, compared to Ksh.11.50 per share during listing. On the other hand, even those GEMS which have shown some good performance are not any better. Kurwitu Ventures, for example, listed at Ksh.1, 250 per share, which seemed a little high considering the firm's lack of a track record of profitability. The firm's shares closed at Ksh.1, 500 in mid-November 2014, which is a 20 percent increase over its introductory listing price but on very small stock trading volumes-same price as at September 10th 2021.

It is worth noting that only two GEMS-listed firms, Kurwitu Ventures and Nairobi Business Ventures, have seen their share prices rise since their listing. Despite the price rise, investors were concerned by Kurwitu Ventures' lack of consistent investment plans and Nairobi Business Ventures' increased borrowing, which stood at Ksh 66.46 mn in March 2019. Kurwitu Ventures informed investors at the time of listing in November 2014 that it will invest Ksh100 mn in 2015, Ksh150 mn in 2016, and Ksh200 mn in 2017, but the company has not made any investment transactions public and its shares have not traded on the exchange since then.

Homeboyz Entertainment, an entertainment and public relations outfit, listed on the GEMS on 20th December 2020 selling 63.2 mn shares at Ksh.4.60. While the firm is a strong brand in media and entertainment, there are concerns over its family ownership and management structure and political risk exposure. The firm, for instance, is not adequately corporatized because it is family-owned and managed. The three siblings are the major shareholders, board directors, and also lead the management. In a board where three out of five directors are the original family owners, they have the majority voting power, giving them tight control over its decisions (Business Daily, 2020). The NSE should have advised them to diversify their board with individuals who bring in corporate governance experience. That would give investing public confidence that the board will make independent decisions, pursue shareholders' and not family interest. In sum, majority of the listed SMEs have exhibited poor financial performance and erosion on firm value, while one has even been delisted from the exchange.

Re-Modulating the Gems Listing Board to Attract More SMES

Despite the introduction of GEMS, only a handful of SMEs have listed at the NSE. By September 2021, almost nine years after the introduction of GEMs segment, only six SMEs have been listed, of which one has been delisted over non-compliance with listing rules. Compared to the other market segments, the NSE has lower entry requirement for companies listing under GEMS yet few firm are seeking listing on its GEMS listing board. The low level of SMEs listing in this segment is a pointer to some existing challenges hindering them from listing in the securities market in Kenya.

It can be recalled that this SMEs listing platform was created to provide a forum for young businesses looking to expand, raise capital, diversify their ownership structure, and unlock value through more favourable listing criteria. How then, can the slow pace of listing at the GEMS be addressed? It is worth noting that the government has issued an amnesty on tax penalties and interest on any unpaid tax for SMEs that list under the GEMS for a period of two years prior to the listing in the 2019/2020 Budget Statement; a step aimed at addressing this long-standing issue. The 10-Year Capital Markets Master Plan (2014-2023) set a target of four new SMES listings each year, as this represents the future supply of potential MIMS/AIMS board listed firms. Despite the numerous incentives, especially tax-related incentives, offered under GEMS, the counter has been underutilized.

To address the issue of underutilisation, the CMA has made some concerted effort to raise public awareness of the opportunities. Although the GEMS eligibility requirements are less stringent than those of the AIMS and MIMS, a greater focus on corporate governance is placed on investor security and trust. As a result, SMEs must have a high degree of corporate governance to ensure that internal controls and risk management are proportional to their size. The CMA has identified 70 potential SMES that can list during the Business Incubator and Accelerator on the Listing Experience (BIALE) forum held in March 2017 as part of its push to increase listings on the NSE. Its Master Plan objective of increasing GEMS listings by 4 SMEs per year by 2023 could result in a stable supply of future AIMS/MIMS listed firm.

The level of interest in the securities markets as a source of long-term financing to finance growth and expansion plans for SMEs in Kenya is evident in the response from SMEs' listing candidates. The business incubator and accelerator (Ibuka) programme is designed to offer interested firms a concrete and hands-on experience with the listing process. Under this programme, interested SMEs participate in a stage-by-stage, one-on-one, organized engagement with the CMA, NSE, NOMADS, Transaction advisors, Lawyers, Auditors, Stockbrokers, and Investment banks among other service providers, to provide confidential business-to-business discussions about their preparation for listing (Onyuma, 2021). Identifying business needs/strategic issues, preparing business strategies, considerations for appointment advisors and other agents, mandating negotiation, necessary paperwork, regulatory and other approvals, the process of issue placement and allotment, listing fees and deadlines are all areas of engagement during this process (Onyuma & Ndung'u, 2021). This is geared to develop a pipeline of successful businesses to be listed in the future.

The NSE and CMA have to further reorganize the presentation of the GEMS listed firms in the NSE price lists by classifying the firms based on sectors rather than as separate segment at the bottom of the price list. But even having been placed within these sectors, SMEs are still labelled as GEMS. More elaborate strategies, including proper valuations and pricing, should be put in place and activities within the GEMS market should be successfully implemented. When achieved, these can be expected to foster growth of the GEMS-listed SMEs and translate to high trading volumes, ultimately pushing the securities market activity to the next level.

Proper valuations at the point of entry to the securities market will not only benefit the SMEs post-listing but also provide attractive exit arrangements to private equity firms. Despite a reduction in the eligibility requirements in terms of capitalization, free float shares and the number of minimum shareholders, there are other costs, both monetary and non-monetary, which the regulator should still consider cutting.

In addition, considering the possible general downsides of business incubators elsewhere, as reported by Lukosiute, Jensen and Tanev (2019), and looking at the incubation and accelerator requirements as designed by CMA/NSE, the following needs to be re-modulated: Firstly, in terms of the admission criteria, the Ibuka incubation programme seems not to have performed proper due diligence and assessment to ensure SMEs quality and business viability. This may be the reason why some of the listed SMEs are being delisted. Secondly, considering the services and offerings, the incubated SMEs seem to have received low commitment from incubation programme stakeholders such as business mentors, advisors, and external partners. External service providers are usually not interested in a firm's incubation success.

Moreover, equity dilution upon listing can lead an SME to bankruptcy and those which have diluted too much equity during public listing could struggle in future to convince other strategic private equity investors to invest in it. Therefore, every time an SME issues new shares, the existing shareholder's equity decreases. Probably, the NSE incubation programme does not meet the SME's initial expectations. In addition, participation in such an incubation programme also puts intellectual property at risk. SMEs who join an incubation programme are risking exposing their product/idea to third parties that have similar access to the incubation programme; thus, the need for legal advice on intellectual property consultancy (Onyuma, 2021). In the post-incubation and post-listing, SMEs seem to seek for funding from other sources such as strategic partners, business angels and lenders. The incubation programme seems therefore unattractive to potential SMEs, yet it is expected to entice SMEs to list on GEMS, and other SMEs who are potential candidates for the Ibuka programme seem to be unaware of the NSE incubation programme's ecosystem.

Kenya's bid to have SMEs raise fresh capital through the NSE also faces new hurdles over diminishing investor interest, declining stock prices, poor performance of existing SMEs listed firms and the economic effect of Covid-19 pandemic. The NSE seems to be struggling to attract SMEs to both its incubation programme, which is designed to prepare potential issuers to raise capital through the Exchange, and listing on its GEMS counter. The Ibuka programme creates a good pipeline of SMEs that have the potential of listing in future. In its nature, it is an incubation and acceleration programme designed for SMEs seeking high growth prospects. However, out of the 26 companies that have joined the programme, only Homeboyz Entertainment had graduated from Ibuka into tangible listing on GEMS in December 2020. The NSE's Ibuka programme needs to be re-modulated so that it becomes mandatory for SMEs that enter the programme to graduate into listing.

In order to address the issue of low number of listings as well as slow uptake of the securities market's products in Kenya, the government, through CMA, has been offering tax incentives to attract firms with the potential to list to the Exchange. The incentives have however, not boosted the number of listings. This is because the measures undertaken to address the low number of listings have not taken a bottoms-up approach to identify the real impediment to listings, focusing mainly on tax exemptions whilst there are a number of deep underlying issues that still need to be remedied, in order to make Kenya's securities market more robust.

The other key issues that need to be re-modulated in order to unlock capital for SMEs in the securities market via GEMS listing are herein presented. Firstly, the rise of private equity firms providing easily accessible capital is a challenge. Currently, Kenya's private equity space has been vibrant. Raising capital through private equity firms has been on the rise, filling much of the void left by the drought in IPOs on the NSE. The attractiveness of private equity funding as opposed to public listing is mainly because private equity funding gives firms the opportunity to continue financing their growth while remaining privately held. This allows firms to preserve decision-making control which is usually lost when firms list is critical if they are to be convinced to seek listing. The GEMS IPO listing threshold of 25 percent ownership should be reduced, probably to even 10 percent, to reduce the fear in SMEs' owners of losing their ownership control.

Secondly, once an SME has decided to join GEMS, it needs to appoint a NOMAD whose role is to guide it through the NSE's listing requirements, ensuring that it is compliant. Despite the requirement for a NOMAD to advise SMEs on listing on the GEMS, the uptake of licensing among NOMADS has not been impressive because of the amount of cross-sector expertise required. Mputhia (2016; 2017) notes that a financial service firm is not able to properly advise the SME without the help of a law firm, human resource consultant to advise the SME on various issues in order to assess technical viability of the listing services, which cannot be offered by one firm. Although market regulations allow a licensed NOMAD to partner with other professional firms and form a consortium of advisors, this makes the listing cost to be prohibitive for SMEs as every member of the consortium will have to charge its fee.

Developed markets have different tier firms that provide services to different segments of the securities markets. Kenya does not have such advisory firms that specialize in large IPOs doing the listing for GEMS since their cost would be prohibitive. There is the need for partnerships by different professionals to serve as NOMAD for the SMEs market. For example, a mid-size financial company, human resource consultant and law firm can partner and apply for a NOMAD license to offer quality advisory service to SMEs aspiring to list on the GEMS; some sort of a one-stop advisory service outfit with affordable professional fees not too costly to SMEs. The view of some SMEs interviewed in a Financial Sector Deepening (FSD) project by Mela et al. (2015) is that NOMADs are somewhat of a grudge purchase particularly the requirement to maintain a long-term relationship after the listing process. This calls for review of the continuous role of NOMADS in SMEs listed on the GEMS through the assessment of both their cost, benefits and attendant risks to ensure SMEs are enabled to access capital in addition to enjoying the other benefits of listing at minimum cost, while the investing public remains protected from possible exploitation.

Moreover, there is also the fear of loss of firm control by SME owners. In fact, many SMEs especially family owned/closely held are reluctant to list due to fears of dilution of ownership and loss of control (Cytonn, 2018). The SMEs tend to rely on bank finance and a proven network of family and friends to raise additional capital when required. Such firms could be avoiding getting listed due to constant pressure to increase earnings that come with it as a public firm who usually take a short-term view mainly interested in seeing constant rises in the stock's price so they can sell their shares for a profit and less emphasis on the values and core ideologies of the firm. To remedy this, the NSE, CMA and the government, through amendments to the Company Act, should come up with market regulations to address the concerns of loss of control by major investors. Such policies could allow firms to have a shareholder's structure that ensures the initial owners do not lose control; such as the Facebook (Meta) ownership model with a dual class stock structure consisting of Class A and Class B shares. Despite Mark Zuckerberg and a small group of insiders owning only hold 18 percent of the shares, these few insiders own the majority voting rights in the company. In such a shareholding structure, the class of shares they hold guarantees them 10 votes per share as compared to what is held by the public shareholders, which carry only one vote per share.

In addition, during December 2020, the United States Securities and Exchange Commission (SEC) approved the New York Stock Exchange's proposal to allow firms to raise capital in a direct listing (Kunthara, 2020), thus opening the door to a new alternative to the traditional IPO. In a direct listing, a firm floats its shares in the securities market, but without hiring investment banks to underwrite the transaction like in a traditional IPO. In this way, an

SME will be able to issue new shares and sell them to the investing public in a single, large transaction on the first day of trading, much like the first trading day in a traditional IPO. Compared with a traditional IPO, a SME doing a direct listing with a capital raise would save on underwriting fees typically paid to such consultants. A firm could also potentially benefit more from a first-day surge in its stock price. In a standard IPO, the main beneficiaries are the professional/institutional investors, often mutual or hedge funds that buy shares from the firm before they start trading publicly on the market.

Lastly, the primary goal of IPOs over time in Kenya has been to provide a platform through which firms can raise large capital in a transparent manner where price discovery mechanisms are determined by the forces of demand and supply. One regulatory provision of concern to firms has been the cost of listing that includes transaction advisory costs, marketing and listing costs (Mela et al. 2015) particularly for SMEs. Evidence show that East African countries still remain the most expensive markets for stock investors within the continent with a bulk of the trading costs related to brokerage fees. For instance, underwriting fees, charged by investment banks are the single largest direct cost associated with IPOs in Kenya (Onyuma, 2020). Although underwriting remains a significant process mainly for large IPOs targeting to raise substantial capital, and with expectation of more SMEs to list on GEMS and raise capital through IPOs, both the CMA and NSE should adopt the United States SEC model and consider regulatory review to fast-track direct listing by SMEs. This works particularly so where a firm has an internal financial expert able to map out the IPO requirements for targeted investors. The CMA should therefore undertake a review of the Public Offers and Listing Regulations to facilitate the direct listing especially for SMEs, as a means of making the GEMS listing board more attractive specifically on managing costs of listing.

Conclusion and Recommendations

The Kenyan SMEs seems unaware of both the advantages and the criteria of listing on GEMS. Yet securities market listing offers access to vast sums of capital at a lower cost than other capital-raising strategies such as borrowing. It was difficult for SMEs in Kenya to obtain exchange listing before the creation of GEMS, but this is now possible for those who qualify, with just a little re-tweaking of GEMS. Several recommendations are hereby provided for re-modulating the GEMS listing board to remedy the low number of new SMEs listing on GEMS in Kenya.

The SMEs’ ability to provide details is crucial to their listing on the GEMS. If the SMEs sector in Kenya is to achieve sustainable levels of growth and development, the government and business service providers must pay attention to access to business information services. Due to a lack of adequate business support services and inadequate information technical infrastructures, many businesses operate in an information-poor environment. Relaxed legal and regulatory requirement is equally important on access to securities markets by SMEs. The SMEs to be listed on GEMS are required to produce regulatory documents for approval by the Exchange. The many legal requirements could be rendering most SMEs unable to get listed on the Kenyan Exchange.

The CMA should make its information access to SMEs unfated. In that way, SMEs will be able to understand the requirements when applying for listing. The NSE together with CMA should consider further cutting down the costs of listing for SMEs as this will ensure that they are able to easily meet these costs together with other requirements. However, as an industry, the two must recognize that the potential of the GEMS counter will only be fully unlocked through re-modulation (continuous improvement and refinement) to expand its outreach and to attract even more SMEs to list. The two institutions should be committed to strengthening the GEMS and leverage the lessons learned so far in order to make it an even more attractive option for growing the SME sector in Kenya.

Moreover, the restrictive business rules and regulations must be reviewed. To address this, CMA should review the restrictive provisions in market regulations that are unattractive to capital raising and listing by SMEs in order to ensure that the rules encourage rather than discourage active participation in the securities market-restrictions on investor engagement. Investment in real estate investment trust, especially a Development- Real Estate Investment Trust (DREIT), for example, needs a minimum investment of Ksh. 5 million. This is a barrier to investors who want to invest in a Real Estate Investment Trust (REIT) listed by an SME.

Furthermore, the cost of listing also acts as a barrier to access securities market by SMEs. The cost of listing is a major factor that may be preventing these firms from listing on the GEMS. Consequently, CMA should make the process of listing appealing to SMEs while ensuring investor rights and not compromising minimum disclosure standards. The NSE should ensure that their legal requirements for SMEs are not that stringent. The underwriting of IPOs remains an important process particularly for large IPOs targeting to raise large amount of capital. However, with the expectation of more SMEs to list on GEMS and raise capital, CMA and NSE should consider the United States SEC model and undertake regulatory review to actualize direct listing by SMEs, especially, where a firm has an internal financial expert able to map out the IPO requirements for targeted investors.

In addition, the CMA and NSE should engage with private equity firms to explore the possibility of exiting through the securities market. The private equity market space in Kenya has grown significantly in recent years, with a focus on financing SMEs with high market potential. The CMA should work with private equity firms to consider exit mechanisms through the securities market, which will allow such markets to benefit from the private equity sector's dynamism. However, in order for this to happen, the problem of the NSE’s shallow market must be resolved in order for SMEs’ IPOs to be feasible. There is also need to review the continuous role of NOMADS in SMEs listed on the GEMS of the NSE. This should be done through the assessment of both their costs and attendant risks to ensure SMEs are enabled to access capital in addition to enjoying the other benefits of listing at minimum cost, while at the same time the investors remain protected from possible exploitation.

Lastly, the securities market regulator and the Nairobi Securities Exchange should develop public awareness campaigns aimed at improving securities market literacy. The level of awareness and knowledge of both SMEs and even large firms with listing potential, as well as local investors who are significant in driving IPOs, remains one of the major impediments to the number of listings and uptake in the securities listed at the NSE. To address this, the CMA along with other market participants, should launch a comprehensive awareness campaign aimed at improving literacy about the securities market and the various opportunities available to its participants.

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Publishing and Perishing? Identification and Avoidance of Predatory Journals

[1]Jacquiline Ondimu, [2]Felicia Yieke
[1]Moi University, Kenya
[2]Laikipia University, Kenya

Abstract
Predatory journals pose a serious threat to the academic community. Pressure to publish, lack of skills to discern legitimate journals from predatory ones and desperation to get published may lure authors to publish with journals deemed predatory. The purpose of this paper is to create awareness on how to identify and avoid predatory journals as well as offer guidance to researchers. Using integrative review of literature published on predatory journals and predatory publishing, the study summarizes the most common characteristics of predatory journals. The main findings are presented in a list of 12 characteristics that may be considered crucial indicators of predatory tendencies. The paper further offers guidance on how to publish in high impact journals. The paper concludes that understanding the characteristics of predatory journals is a critical step towards raising awareness among scholars. The decision an author makes about where to publish can either make them perish or progress in their careers.

Keywords: Blacklists, open access, predatory journals, predatory publishing, whitelists

Introduction

The concept of predatory journals and publishing has been a subject of debate among academics and researchers in the recent past. Globally, there is continued pressure to publish in order to advance educational qualifications, get promotions, maintain employment or get research funds. This has led to the common cliché in research circles 'publish or perish' meant to emphasize the need for researchers to publish their work. This pressure is however not backed up by training and resources for researchers and academics to create awareness and enable them make the right decision on where to publish.

Academics in developing countries are faced with a dilemma when it comes to choosing where to publish their articles. As Berger (2017) points out, the acceptance of their manuscripts by world renowned journals is not common due to the different linguistic aspects and content of manuscripts which deal with specific issues in their countries. With the pressure to publish in international journals, the researchers find themselves in an unfavourable position. They can easily be lured to publish with the open access predatory journals which look like they are international. The existence of this large number of active predatory journals calls for research funders, organizations and universities to issue advice on how researchers can avoid publishing in these journals. Some major funders, institutions of higher learning and research organizations have started putting in place measures to penalize and punish those publishing in journals deemed to be predatory.

In Kenya, the Commission for University Education (CUE) issued new guidelines for the appointment and promotion of academic staff. Although the guidelines have since been suspended by the high court of Kenya, they had clear implications on the publishing standards of academics. They laid emphasis on publication in 'reputable peer reviewed journals', but the document did not clearly define what reputable journals entail. The chair of the Commission, Professor Chacha Nyaigoti, on being questioned about where academic staff should publish, stated that articles published in 'predatory journals' should not count towards promotions or graduations (Kigotho, 2017). There was no clear guideline on how these journals can be identified hence the burden was left on the universities to keep track of information about which journals are credible and which ones are potentially predatory. This means that researchers, academics and universities need to set the ground for crucial conversations that encourage critical thinking on matters publications and predatory journals. Understanding predatory publishing tendencies can help authors make more informed choices about where to publish. This paper aims to create an awareness of the characteristics and practices of predatory journals as one critical step in the process of promoting integrity in research and reducing the threat.

The paper begins with a discussion on what predatory journals are, then moves on to give a short overview of the history of predatory journals and why the journals should be a concern to the scholarly community. The study is guided by the research question: How can authors identify predatory journals? The paper then presents a list of characteristics commonly identified with predatory journals. The list is compiled from a review of published literature on predatory publishing and predatory journals. Finally, the paper gives a brief guide to tools that can help a researcher publish in high impact journals.

What Predatory Journals are

Jeffrey Beall, a librarian at the University of Colorado in Denver was the first to coin the phrase *predatory journals and publishers*. He described them as organizations that publish counterfeit journals to exploit the open access model (Beall, 2012). Beall initiated and hosted a listing of journals and publishers (that were referred to as blacklists) which he deemed potentially predatory from 2012-2017. The reference to the publications as 'predatory' by Beall was criticized as a reductionist term that did not aptly capture the complex situation involved in the 'fake' publishing (Berger, 2017).

Beall's list may have been useful but highly controversial. Critics argued that he did not consistently justify his decisions when terming publishers as predatory and that he was biased showing outright dislike for open access publishing (Crawford, 2014) as well as publications from the Global South (Raju, 2018; Nwagwu & Ojemeni, 2015). Even though the list was eventually taken down, it was an important step in jumpstarting thoughtful, critical investigations into predatory journals and predatory publishing.

Cobey et al. (2019) pointed out that the difficulty in the identification of predatory journals is due to lack of a global definition of the term 'predatory journals'. In 2019, a group of leading scholars and publishers from 10 different countries came up with the most recent definition and termed it as a comprehensive consensus definition of predatory journals:

> Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices (Grudniewicz et al., 2019, p. 212).

The term 'predatory' therefore refers to journals that are self-serving and which intentionally embrace unethical scholarly practices without providing value to the researchers. They seek to obtain money from authors to publish their papers but fail to uphold standard editorial and other ethical publishing practices that reputable journals do.

The Rise of Predatory Journals

The rise of predatory journals has been attributed to the onset of open access (OA) publishing. Berger (2017) argues that the two conditions that favoured the rise of predatory publishing were the availability of publishing platforms and the potential revenue from the article processing charges (APCs) in OA publishing. The OA publishing movement was formalized in 2002 through the Budapest Open Access Initiative (BOAI). The initiative declared that the literature that should be freely accessible online is that which scholars give to the world without expectation of payment. Since the OA journals could not charge subscription fee or access fee like the traditional subscribed journals, they had to turn to other ways to finance their expenses. Some used funding, got subsidy and grants while others turned to the APCs. The OA journals started operating on an author pays business model, where the author pays to have their research published online.

Open Access has benefits to both authors and readers. It offers a free immediate online availability of research articles combined with the rights to use these articles fully. It thus helps accelerate dissemination of research to the widest audience. Publishing in OA journals means more readers, more potential collaborations, more citations and ultimately more visibility to the researchers. It also made publication of research easier and faster as compared to the print versions. However, the popularity opened up for less respectable predatory journals that abuse the author-pay model because their main goal is profit. Nevertheless, it is worth noting that there are reputable publishers who have set up open access journals and there also exists predatory print journals.

This paper will limit the scope of predatory journals tendencies to the OA journals. It must however be noted that one of the main reasons for the controversy surrounding Beall's List lies in the fact that it focused majorly on OA publishing thereby drawing criticism from the OA community (Bell et al., 2018). Raju (2018) notes that 'Beall's unacademic definition of so-called "predatory" publishing needs to be dispelled and interventions like that of publishing literacy need to be sought and rolled out'. He notes that any intervention contemplated must not be prejudicial to the Global South or to open access as OA is critical to finding solutions to problems that beset Africa and notes that OA is driven by a desire for social justice which is the lifeblood for improved living conditions for Africans. Kravjar and Hladík (2016) further argue that open access must be re-examined since it is important to realize that open access alone cannot be equated to it being predatory.

Why Predatory Publishing is a Concern

The main goal of predatory journals is to make profit. They deceive authors to quick publication for a fee. It is tempting for authors to submit to these journals particularly if they are not aware they are predatory or if they are in a hurry to be published. Unless researchers learn to spot the signs of predatory publishing, research funds and good ideas will go to waste through deceptive publishing practices. The phrases 'publish and perish' and 'publish and vanish' are used to warn researchers against publishing in unrecognized journals. Submitting to such journals may have serious consequences to one's career and research in general.

Predatory journals are a threat to academia because they demolish the credibility of research. One of the most common forms of fraudulent publishing practices is when predatory journals claim to provide peer review yet they actually do not do so. This practice can lead to many other problems in the broader context of scientific progress. Articles with flawed research, communication issues or inaccuracies do not benefit from peer review feedback before publication. When articles like these are published under the false pretence of having received peer review, it can allow misinformation (fake research) to enter the broader research community which in turn can slow or divert effort away from more legitimate lines of investigation (Elmore & Weston, 2020).

Articles published in predatory journals generally generate minimum or no scholarly value for the researcher. Best research ideas remain just that until they are shared and utilized by others. It is when more people access and build upon the latest research that the research becomes more valuable. Publishing in such low-quality fake journals can make one's research harder to find and less likely to be used by others (Elmore & Weston, 2020). Therefore, articles containing important research findings may not be noticed by researchers within one's field of study because they are not indexed in proper databases (Umlauf & Mochizuki, 2018). Many popular credible citation databases do not index predatory journals; this means that anyone searching for research in the same topic will not have access to the work.

Predatory publishing can therefore waste good research ideas. A scholar could be publishing while perishing due to the limited impact of their publications in terms of knowledge creation and uptake in their line of research. A study done by Kwanya (2020) on the publishing patterns of information science academics in Kenya revealed that 42 percent of the published papers have not been cited at all. This indicates low visibility which might have been brought about by publishing in low quality journals.

Researchers could easily lose their work when they do submissions to predatory journals. The goal of predatory publishers is to make profit by getting as many authors as possible to pay while not subscribing to standard publishing practices (Umlauf & Mochizuki, 2018). Sometimes, this includes not actually publishing accepted articles, taking articles or journal websites offline without notice, or publishing submitted articles before authors have signed a publishing agreement (Beall, 2010). As Umlauf and Mochizuki (2018) point out, submitting an article to a predatory publisher can be risky because an author will not get their article back even if they ultimately decide not to publish with them.

As academics in Africa, predatory publishing should be a concern because African scholars have been cited as the greatest contributors to predatory journals. Coan (2017) in a study on the threat posed by predatory journals to academic credibility argues that African scholars form a good portion of contributors to predatory journals. Kurt (2018) similarly states that 70 percent of researchers mostly from the developing world are unaware of the concept on predatory publishing. So, the first step towards breaking away from the predatory publishing trend is creating awareness about predatory publishing characteristics.

Methods

This paper is mainly based on integrative review of recent literature on predatory journals. Integrative review is a broad type of research review that allows for simultaneous inclusion of experiment and non-experiment research to fully understand a complex phenomenon of concern (Jones-Devitt et al., 2017). The review can also combine data from theoretical and empirical literature.

The review for this study included 17 published scientific papers (theoretical and empirical) on predatory journals and predatory publishing. The articles selected were published between 2010 and 2020 and can thus be considered to include current literature. Data was also collected from movements and blogs that have been formed to create awareness on predatory publishing. These include the Think. Check. Submit. Campaign (2018).; the anonymous Stop Predatory Journals Movement; Retraction Watch (2011); and Scholarly Analytic Company Cabell's International (2018). Based on the literature reviewed, the paper analysed and summarized the characteristics of predatory journals mentioned in most of the articles.

Characteristics of Predatory Journals

As a researcher once you identify a journal, you need to do a background check on it looking out for certain pointers to predatory publishing. The characteristics listed and discussed hereafter have been compiled by reviewing 17 published papers that deal with predatory journals and predatory publishing. To minimize the effects of the argument that perceptions of what is credible or fake are shaped by Northern attitudes about researchers in the global south, the reviewed literature included research on predatory publishing from Africa.

1. **The Journal Website:** Scrutinise the journal's website thoroughly. The website is the first and essential asset of any online presence. It can tell a lot about what the journal is likely to offer. Elmore and Weston (2020) and Shamseer et al. (2017) are in agreement that if a journal has unprofessional standards such as poor use of language and grammatical mistakes on their website, chances are that it is predatory. Other warning signs include a good number of dead links, multiple pages under constructions which might include the past issues and editorial boards, giving scanty or contradictory information on the 'About Us Page' and not allowing web crawlers. Some predatory journals will create websites similar to those of credible journals to impersonate the journals in order to lure authors into submitting to them. These are referred to as hijacked or imposter journals. However, there are exceptions to some of these indicators that concern the website. For instance, if a journal is new, you might find that their website is still under construction and that does not necessarily make it predatory.

2. **The Journal Contact Information:** Check the journal's contact information. The contact information given on the journal's website can help an author in discerning the legitimacy of the journal. It is important to check if there is a verifiable and identifiable physical address given. When there is no verifiable physical address, or if the publisher uses a virtual office or a proxy business, chances are that the journal is predatory. The contact address will also help the author check if it matches the advertised nationality. Bohannon (2013) notes that most predatory journals will state offices in one country (different from the nationality of the journal), and contact and bank details in another country. It is also important to check if the phone number has the correct country code. The email address that the journal is using for correspondence can also be another pointer. Shamseer et al. (2017) point out that if the journal is using a non-professional and non-journal affiliated email; that is if it uses the free or generic emails such as Gmail or Yahoo, then the possibility of it being predatory is relatively high.

3. **Membership to Recognized Professional Bodies and Organizations:** Confirm if they are members of recognized professional bodies and organizations such as Directory of Open Access Journals (DOAJ, 2018), Committee on Publication Ethics (COPE), Open Access Scholarly Publishers Association (OASPA), African Journals online (AJOL) and International Association of Scientific, Technical and Medical Publishers (STM) among others. Additionally, check if they are indexed by large trusted databases of scholarly works such as: Journal Citation Reports (JCR), Scopus (2018). and Web of Science (2018), among others Berisha (2020) notes that these are some of the credible and highly appreciated databases in the academic world. These associations are reputable and they vet their members for adherence to best ethical publishing standards. Being listed means the journals have passed a review of quality practices and procedures. It must be noted however that a lack of inclusion does not necessarily mean that the journal is predatory (Lain & Winker, 2017). Determining if the journal is indexed is just one step in deciding whether it is predatory or not.

4. **The Manuscript Review Process:** Look at the manuscript review process. This is a very critical step in publishing and every reputable journal should provide some form of adequate and qualified review; it could be peer, editorial or institutional review. In the

publication process, review is a stamp of approval and is important for upholding the quality of research. The minimum review standard for research published in journals is evaluation by an editor and at least two independent experts in the field. A sign that a journal could be predatory is when it misses out on the peer review process (Bohannon, 2013; Lain & Winker, 2017; Umlauf & Mochizuki, 2018). This means the article is published exactly as it was received from the author. Others may have an inadequate peer review where a single reader reviews a manuscript. It could also entail poorly reviewing the manuscript either by having peer reviewers read papers outside their specialization or using a simplified template that limits the reviewer when giving their peer review report. Predatory journals in most cases do not have a clearly stated peer review policy.

Another clear warning sign is when a journal indicates a fast peer review and publication process (Atiso et al., 2019; Berger, 2017; Elmore &Weston, 2020; Masic, 2017; Shamseer et al. 2017; Umlauf & Mochizuki, 2018). Most predatory journals promise a very short turnaround time for the process. Atiso et al. (2019) claim that in Ghana, predatory journals take advantage of academicians' frustrations by offering a quick and easy path to publication as opposed to the long, torturous journey of peer review. Researchers generally agree that any period less than four weeks is unrealistic and shows that the journal is most likely predatory.

5. **The Journal's Publication Practices:** Scrutinise the journal's publication practices. Predatory journals are characterized by substandard practices and lack a description of the publication process. They do not clearly indicate the manuscript handling process. Shamseer et al. (2017) point out that predatory journals do not have a retraction and digital preservation policy. Lack of such policies can lead to instances where the journals sometimes remove articles or entire journals from the web without warning or informing authors (Beall, 2010). Lack of information on how digital content will be preserved is a questionable publication practice because it means that if the journal ceases operations; all content disappears from the Internet.

   Predatory journals also lack copyright clarity and /or requesting a transfer of copyright when publishing an open-access article (Shamseer et al., 2017). Many reputable open access journals allow authors to retain their rights and in turn the authors grant the publisher a license to publish the article and identify itself as the original publisher (right of first publication). The authors also grant any third party the rights to use the article freely as long as integrity is maintained and proper citation done. Therefore, if an open access journal requires authors to sign away their copyright to the article, it is most likely predatory. Beall (2012) also notes that predatory journals tend to publish articles submitted before the authors have signed the publishing agreement, then they refuse to take the article down if the author withdraws the submission. Most of them do not specify the licensing policy information on the journals.

6. **Editor and Editorial Board:** As an author, do a check on the editor and the editorial board of the journal. The editorial board for reputable journals is made up of experts in the field who understand and evaluate the manuscripts. The journals clearly state the list of members and their affiliations are also provided. However, there has been a practice to think that Editorials Boards from the Global South may not be good enough. Nwagwu and Ojemeni (2015) point out the fact that an editorial board composed primarily of researchers from the Global South does not necessarily make the journal predatory as may be alluded.

   It is also noted that predatory journals will most likely have no editor or editorial board listed on the journal's website while for some, the editors do not actually exist or

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are deceased (Shamseer et al., 2017; Sorokowski et at., 2017). Further, predatory journals also have a tendency of creating fake scholars for their editorial boards or listing of eminent scholars without their permission. When very scanty information is given about the academic credentials, expertise, contact details or affiliations of the editorial board members, it is a sign the journal could be predatory. In some cases, these scholars may not even be aware that they are listed in the editorial boards of these journals.

Other warning signs include: same editorial board serving in more than one journal, the founder of the publishing company serving as the editor of all of the journals published by the said company and the editor practising self-publishing especially in cases where there are no co-editors. This problem concerning the editorial team is largely brought about by the fact that the editorial members seem to be offering very limited or no editorial direction; this happens even in some reputable journals. If editorial members get more involved in the journal review and publishing process it would help minimize the ‘predator’ aspect in publishing.

7. **Article Processing Charges (APC):** It should be noted that because OA is free to the readers, publishers have to charge the author to meet the publication costs. The potential revenue from the APCs is one of the factors associated with the rise of predatory journals. Therefore, this can offer a clear indicator of a potentially predatory journal. Most predatory journals lack transparency about fees related to publishing (Berger, 2017; Bohannon, 2013; Elmore & Weston, 2020; Shamseer et al., 2017). They do not openly state the fees on their website so the authors do not know how much they will be charged until after their article is accepted. Authors also have to pay before the review process just after the initial acceptance; making the fee more of a ‘submission fee’ and not a publication fee (Umlauf & Mochizuki, 2018). APCs for predatory journals are also way below those of reputable Open Access journals. As Shamseer et al., (2017) point out, most of the OA journals charge roughly about $150 while’ legitimate’ journals charge over $2000 for open access. However, this charge is quite exorbitant for young scholars, particularly those from the Global South, and this would only discourage them further from publishing in these ‘legitimate’ journal that are assumed to be non-predatory.

8. **Past Issues of the Journal:** Check past issues of the journal. Before submitting a manuscript, it is important to look out for indicators of predatory journals by reading through past issues of the journal. Predatory journals will publish any and all articles submitted to them even when they do not fit into the journal’s specialty. Most of the predatory journals claim to be multidisciplinary with a very wide scope of interest. They lack focus on a particular field or area of interest (Berger, 2017; Bohannon, 2013; Shamseer et al., 2017). If past issues of a journal have many mistakes, are missing or indicated as coming soon, then it is a sign of a predatory journal. Other predatory indicators include: plagiarized articles, similarly titled articles by same author published in more than one journal and same authors published several times in the same journal and/or issue.

9. **Metrics and Indexing:** Predatory journals promote the International Standard Serial Number (ISSN) and metrics as a sign of quality. They aggressively make statements about their indexing and presence in databases as a way of claiming legitimacy (Berger, 2017). It is important to note that an ISSN is simply an identifier but not a mark of quality. Most predatory journals also have invented or fake metrics sounding similar to established metrics used by reputable journals and a falsified Impact Factor that cannot be verified in journal citation reports such as the Thomson Reuters Impact Factor. Some

use an impact factor based on the index Copernicus value which has been criticized for using unfounded methods of measuring journal impacts (Shamseer et al., 2017). Predatory journals will falsely claim to be indexed in large, trusted databases like the DOAJ.

10. **The Journal's Business Practices:** Check the journal's business practices. Predatory journals have been singled out for the use of aggressive, indiscriminate solicitation emails (Clemons et al., 2017; Shamseer et al., 2017; Wilkinson et al., 2019). The journals send multiple emails within a very short period of time. They look for researchers who have published in respectable journals or who have attended conferences where their names and emails are indicated and flood their emails asking them to submit, review papers or even join the editorial boards. The emails are excessively flattering in tone and even mention researchers' past publications. A clear warning sign is when as a researcher you are invited to a journal whose scope is outside your field of study. Other predatory business practices include emails that do not have the option to unsubscribe to future emails and falsely claims universities or other organizations as partners or sponsors.

11. **Journal Title:** The journal title is another area that can help identify predatory journals. Berger (2017) and Bohannon (2013) note that most of them tend to use a title very similar to that of a reputable journal. They also use prestigious sounding overly generic but potentially vague terms such as 'advanced', 'global', 'international',' universal' among others. Very often they use the words for legitimacy issues and to convince the authors that the journals have a global outlook.

12. **Reputation:** Check if a journal already has a negative reputation. A number of lists have come up although most of these lists have had a lot of debates surrounding them. However, as already discussed earlier, lists such as Beall's have not been received well by publishers throughout the world. Further accusations have been levelled against some of these lists as being too Eurocentric and showing condescending attitude towards journal published in the Global South which they consider predatory. This is an issue that has been brought forward and discussed by scholars such as Olivarez et al. (2018) who highlight the need for interventions to remedy the insensitive generalization of predatory publishing as particularly advocated by Beall. Other lists that assist in reputation check include Cabell's whitelist and the Directory of Open Access journals (DOAJ) which are discussed further down. The Retraction watch which was founded by Oransky and Marcus in 2010 (Retraction Watch (2011) is an updated blog with a searchable database of retracted scientific papers and is a useful site for scholars. It tracks incidents of retracted scientific papers due to plagiarism, falsified data, failure to obtain approvals and fake or low peer review standards.

Understanding the characteristics and practices of predatory journals is a critical step towards raising awareness of their existence. It is worth noting that there exists a grey zone in some of the characteristics but they may offer a crucial checklist for authors seeking to publish. As an author, it is important to always remember to look out for multiple warning signs rather than a single sign when checking out for predatory journals. Some journals might not meet a few of the mentioned characteristics and still be credible because they might still be new and have not attracted experienced authors.

Tools that Assist to Publish in High Impact Journals

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Researchers should not only rely on the blacklist but consult with the whitelist to judge a journal appropriately. Whitelists are credible lists that identify legitimate journals as an alternative to blacklists. They can assist researchers identify recognized journals for their publishing. Universities and higher education regulators worldwide are producing their own lists of accredited journals. Whitelists maintained by some of the largest credible databases also exist.

Web of science (WOS) is one of the leading databases managed by Clarivate Analytics. According to the journal's website (Web of Science, 2018), the database has information from over 18,000 high impact journals. The list which is updated bi-monthly offers two options: the downloadable form and the online search. The online search can be done using the journal's full name or the ISSN number.

Scopus is considered the second largest database globally (Berisha, 2020). It hosts over 5,000 publishers, over 22,000 indexed journal titles and over 1.4 billion cited references (Scopus, 2018). It is a registered trademark of Elsevier Company and to easily access their lists, one needs to register with Scopus. It offers an updated list of journals as well as a second list that contains journal titles that have been removed from their data base for various reasons.

The most recent database is The Directory for Open Access Journals (DOAJ). It manages one of the most important databases for open access journals. DOAJ currently contains over 12,000 journals from fields of science, technology, medicine, social sciences and humanities (DOAJ, 2018). For journals to be indexed, they have to make a request and a rigorous vetting process is used. DOAJ has not been without challenges and authors such as da Silvaa et al. (2018) have cautioned scholars against relying on any one list including the DOAJ list to avoid repeating the serious errors and misguided approaches that had been witnessed with the past lists.

Another whitelist is the Scholarly Analytic Company Cabell's International (2018) whitelist also known as the Journalytics. The list has over 11,000 verified journals spanning over 18 disciplines to guide researchers. The Cabell's list has however been criticized for being commercial since one has to subscribe in order to access it in order to view its predatory reports. It is however largely useful to authors and publishers.

Apart from the whitelists, the Think. Check. Submit. initiative can be used to help researchers identify credible journals and publishers for their articles. According to their website, it is an international cross-sector initiative that aims to educate researchers, promote integrity and build trust in credible research and publications (Think. Check. Submit., 2018). It has an easy checklist that researchers can use to assess the credentials of a journal or publisher. The prescribed process in the Think. Check. Submit campaign is as follows:

> **Think** are you submitting your research to a trusted journal? Is it the right journal?
> **Check** if your chosen journal is trusted using the checklist given. The checklist contains several questions that you need to respond to.
> **Submit** only if you can answer yes to most of the questions in the checklist.

The tools listed here can go a long way in helping the researcher distinguish credible journals from predatory ones. It is the responsibility of all scholars whether as authors, peers or editors to promote integrity and due diligence in the publication process.

Conclusion

The characteristics identified help to create awareness and serve as a guideline to warn researchers about journals with bad intentions. The threat is unlikely to disappear as long as universities and research institutes use the number of publications a scholar has produced as a criterion for graduation or career advancement. The publish-or-perish culture, a lack of awareness of predatory publishing and difficulty in discerning legitimate from illegitimate publications fosters an environment for predatory publications to exist. The dynamic nature of predatory journals is also posing a challenge. Players in the industry are quick to adapt to any measure designed to foil them. It means efforts to counter these journals need to be constant and adaptable. Systems of measuring the value and credibility of journals need to be based on the services that the journal is supposed to offer and not just because they are able to publish. For OA to prosper and eliminate predatory publishers, academics and institutions need to come in and establish an open system that is cost efficient.

Ultimately each author has to make a final decision on where to publish and what to expect from their publishers. Publishing in the right journal will raise one's professional profile and help one progress in one's career. The different steps and characteristics discussed should give an author confidence in choosing the right journal for their manuscript. There is however need for an adequate reconceptualization of predatory publishing to ensure that it is not discriminatory to open access or the global south. The idea of bringing the issue of predatory journals to the fore is a great one in ensuring quality publishing. However, there is still need for interventions to remedy the insensitive generalization of predatory publishing that have often been biased when making considerations for the Global South.

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List of Contributors

1. **Julius Kipkorir A. Chepkwony** is an Assistant Lecturer of Literature in the Department of Literature, Linguistics and Communication Studies at Turkana University College, Lodwar, Kenya. jchepkwony@tuc.ac.ke

2. **Ally R. Hamis** is an ICT Officer (Programmer) in the UNIT of Information and Communication Technology at Morogoro Urban Water Supply and Sanitation Authority (MORUWASA) in Tanzania. ally.hamisi@moruwasa.go.tz

3. **Hamis Said Hamis** is a Systems Analyst, a graduate of Master of Science in Information Systems at the College of Informatics and Virtual Education (CIVE) of the University of Dodoma in Tanzania. He is a teacher by profession, currently teaching at Picha ya Ndege secondary school in the Pwani region of Tanzania. hamisysaid@gmail.com.

4. **Dr Janerose M. Mayabi** is a Lecturer in the Department of Psychology, Counselling and Educational Foundations at Laikipia University, Kenya. jmayabi@laikipia.ac.ke

5. **Beatrice Wanjiru Micheni** is a Lecturer at the Rift Valley Institute of Science and Technology, liberal department, and a PhD student of Laikipia University in the department of literary and communication studies. beatricemicheni@gmail.com

6. **Mustafa H. Mohsini** is currently working as a Lecturer in the Department of Computer Science and Engineering at the College of Informatics and Virtual Education (CIVE) of The University of Dodoma in Tanzania. muky4us@gmail.com

7. **Dr. Enos Barasa Mukadi** is a Senior Lecturer in the Department of Psychology, Counselling and Educational Foundations at Laikipia University, Kenya. ebarasa@laikipia.ac.ke

8. **Dr. Stephen Mutie** is a Lecturer in the Department of Literature, Linguistics and Foreign Languages at Kenyatta University, Kenya**.** mutie.stephen@ku.ac.ke

9. **Dr. Florence Muthoni Mwithi** is a Lecturer of Applied Linguistics in the Department of Literary and Communication Studies at Laikipia University, Kenya. fmwithi@laikipia.ac.ke

10. **Nelson Ndiritu** is a Lecturer of Applied Linguistics in the Department of Literary and Communication Studies at Laikipia University, Kenya. nndiritu@laikipia.ac.ke

11. **Lydia K. Nyagaka** is a Master's student for the degree of Master of Education in Guidance and Counselling of Laikipia University. lydianyagaka@yahoo.com

12. **Edwin Andama Ombasa** works in the School of Education at Kenyatta University, Kenya. edwinombasa458@gmail.com

13. **Jacquiline Ondimu** is a Lecturer of Linguistics in the Department of Literature, Linguistics, Foreign Languages and Film Studies at Moi University, Kenya. ondimujacquiline@mu.ac.ke

14. **Dr. Samuel O. Onyuma** is a Senior Lecturer in the Department of Commerce at Laikipia University, Kenya. sonyuma@laikipia.ac.ke

15. **Prof. Albert Rutere** is an Associate Professor of Literature in the Department of Literary and Communication Studies at Laikipia University, Kenya. arutere@laikipia.ac.ke

16. **Dr. Prisca K. Tarus** is a Lecturer in the Department of Psychology, Counselling and Educational Foundations at Laikipia University, Kenya. ptarus@laikipia.ac.ke

17. **Prof. Vicky Khasandi Telewa** is an Associate Professor of Applied Linguistics in the Department of Literary and Communication Studies at Laikipia University, Kenya. vkhasandi@laikipia.ac.ke

18. **Dr. Lydia Waiya** is a Lecturer in the Department of Psychology, Counselling and Educational Foundations at Laikipia University, Kenya. lwaiya@laikipia.ac.ke

19. **Dr. Khaisie J. L. Wanyama** is a Lecturer of Kiswahili and Communication in the department of Humanities at the University of Embu, Kenya and a part time lecturer in the department of LITCOMS at Laikipia University, Kenya. Khaisie.john@embuni.ac.ke

20. **Prof. Felicia Yieke** is a Professor of Applied Linguistics in the Department of Literary and Communication Studies at Laikipia University, Kenya. fyieke@laikipia.ac.ke