Edited By

Anthony MW | Karen Afandi

PUBLISHER'S NOTE

The Kenya Projects Organization is delighted to present Volume 7, Issue 1 (2020). Much appreciation goes to you for the continuous support you have provided, and if this is your first time accessing an issue of ARJESS, we warmly welcome you. The African Research Journal of Education and Social Sciences is a scholarly, peer-reviewed online quarterly journal dedicated to scientific work geared towards theory development, policy formulation, and action planning in the fields of education and the social sciences.

ARJESS continues to encourage authors from various academic and professional spheres across the region to submit their manuscripts for publication consideration. Quality is assured through the journal's peer-review process, which is designed to be both rigorous and efficient, often completed within a few weeks while keeping authors adequately informed throughout the publication process. Measures are taken to ensure that submissions are well researched, grounded in relevant literature, and demonstrate familiarity with key concepts informing the studies. Readers can also be assured that articles published in ARJESS have not been previously published in any other journal, magazine, or publicly available media such as websites.

ARJESS also expresses sincere appreciation to all authors, reviewers, and editorial staff for their valuable contributions to this issue. Their dedication has ensured that the journal continues to present a rich blend of perspectives from the fields of education and social sciences. The studies presented in this issue provide readers with insights drawn from diverse research contexts and scholarly reflections. Most importantly, the published articles offer recommendations that not only reaffirm existing knowledge but also open pathways to new ideas and further inquiry. We encourage our readers to engage with these contributions as part of the continuous pursuit of knowledge and intellectual growth.

Antonio, MW
Director of Projects
Kenya Projects Organization

EDITOR'S NOTE

Greetings!

As we close this issue, we reflect on the diverse range of studies that illuminate critical areas in education, society, and culture. This edition explores the impact of educational resources, policy implementation, emotional intelligence, and parental involvement on learners' outcomes. Studies on early childhood education emphasize how supportive home environments and access to learning resources foster foundational skills, while research on teenage mothers highlights the barriers they face in re-entering the education system and the need for stronger support mechanisms. Emotional intelligence among secondary school students is also examined, revealing its influence on academic performance and interpersonal relationships.

The issue further engages with philosophical, historical, and societal perspectives. Research on metaphysical pragmatism illustrates how philosophical concepts continue to shape contemporary thought and practice, while a historical account of Christian missions in Somalia traces their evolution and lasting regional impact. Additionally, the role of media in shaping public perceptions of peace operations is critically analyzed, demonstrating the ethical considerations and influence of media coverage on society.

This edition assesses the preparedness of guidance and counseling teachers in primary schools, highlighting both strengths and areas for improvement in offering effective support services. Together, these studies provide a comprehensive view of the factors influencing educational outcomes, social values, and community engagement. We hope this issue inspires further research, dialogue, and practical action to address ongoing challenges in education and society.

Karen, A
Assistant Editor

Contacts
Landline: +254202319748
Mobile: +254725 788 400
E-mail: editor@arjess.org
Website: www.arjess.org

Editorial
Editor-in-Chief: Antonio MW (MSc, PGDE, DPM)
Assistant Editor: Karen, A.C

Contributors
Edinah Jepkemoi
Joel Kiboss
Catherine Barmao Kiptanui Tarus
Rose Ngondi
Lincoln Khasakhala
Philemon Yugi
Frank Richard Sanane
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Boniface Njuguna Mwangi

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Influence of Parental Provision of Number Work Learning Resources on the Acquisition of Numeracy Skills among Pre-Primary School Learners in Public Pre-Primary Schools in Molo Division, Nakuru County

Edinah Jepkemoi[1], Joel Kiboss[2]
[1]Email: edinahjepkemoi@gmail.com
[2]Email: jkiboss@gmail.com

Abstract

The purpose of the study was to investigate the influence of parental involvement through the provision of number work learning resources on children's numeracy skills acquisition in public pre-primary schools in Molo Division. Mixed approach research methodology was adopted as it involved gathering and analyzing of quantitative and qualitative data. Cross-sectional survey research design enabled the researchers to identify trends, frequencies, and relationships between parental involvement and numeracy skills acquisition among pre-primary school learners in Molo Division. This target population comprised of forty-four pre-primary school teachers, eight hundred and forty pre-primary school learners, and eight hundred and twenty-five pre-primary school parents. The sample size comprised of one hundred and ninety-eight respondents, which included eighty-four pre-primary school learners, thirty pre-primary school teachers and eighty-four pre-primary school parents. The study used simple random sampling to select respondents, without bias, to engage in the study. The study collected data using questionnaires for pre-primary school teachers and parents, focus group discussion (FGD) for pre-primary school parents, and interview guides and observation checklists for pre-primary school learners. Supervisors and lecturers in the department of Early Childhood Development Education (ECDE) ascertained the validity of research instruments, while the researchers tested the reliability of the instruments by conducting a pilot study. The researchers analyzed quantitative data using Statistical Package for Social Sciences (SPSS) version 23.0 and presented it in bar graphs, frequency tables, and pie charts. On the other hand, the study used the qualitative tools to observe behaviors and record group discussions as objectively as possible. In observation checklist, the researchers ticked (√) where the skill was present and a crossed (×) where it was not present. To analyze the qualitative data, the researchers identified and refined essential characteristics and concepts and then interpreted directly the observations and put them together to become meaningful information. The findings revealed that parental involvement through provision of number work learning resources contributed positively towards pre-primary school children's acquisitions of numeracy skills. The analyzed data showed that number work activity books and playing materials, such as toys, help pre-primary school children develop their creativity in school. The study concluded that parents ought to provide their pre-school learners with various number work learning resources and, also explore inexpensive technology, devices and the use of internet, since a balanced approach to education and innovation offers a rich environment for learning numeracy skills.

Key Words*: Parental provision, acquisition of numeracy skills, learning resources*

INTRODUCTION

Early Childhood Development Education (ECDE) is a basis for pre-primary school learners' future education. According to Nsubuga (2000), children should receive numeracy skills that would enable them achieve desirable outcomes in Mathematics later in their educational life. Numeracy skills acquisition has been a subject of concern not only to pre-primary school teachers and the entire council, but also to parents regarding their role in promoting the development of these skills. Parents are the learners' primary and most valuable caregivers in life, and are required be very active in the learner's pre-primary school journey. A child and the parent have to grow together for the minor to enjoy a rewarding pre-primary school knowledge. Learners' parents should be very supportive in physical, emotional, mental, and social aspects of their children (Epstein, 2001). Hart, Ganley, and Purpura (2016) recommend that parents' social, cultural and economic factors, such as level of income, educational level, occupations, and the way guardians communicate with their children, might be the key factors that influence children's mathematical performance. In a similar study, Desforges and Abouchaar (2003) established that parents' involvement at home produced a meaningful positive outcome on the learners' performance, even after considering all additional aspects that shape performance. On the other hand, Beatson (2000) conducted a research whose findings showed that home environment plays a crucial role in children's orientation to education. According to the study, home environment is a combination of social, economic, personal and cultural factors. These research findings have further been expounded by Caño et al. (2016), who added that the role played by pre-primary school teachers is absolutely inverse and, to some extent, relies on what learners come to class with.

An assessment by District Centre for Early Childhood Education (DICECE) (2015) regarding the progress of pre-primary school programs in Kenya reported that pre-primary schools in Molo division, Nakuru County, had not been performing well in numeracy skills development. The results in figure 1 on activity area performance for Molo Division between 2012 and 2016 showed that aggregate mean scores in mathematics had not been consistent, and had always been below average. Similarly, Molo Division Education Office (2016) reported that the Mathematics recorded a dismal cumulative mean of 180.42 in Molo division. The report further indicates that, in 2016, the division had registered an improvement of 30% in numeracy development, compared to the national aggregate of 68%. DICECE (2015) attributed the poor performance to lack of infrastructure, poor involvement by the stakeholders, and low socio-economic status in the region. This showed that numeracy skills acquisition among pre-primary schoolchildren could not be fully accounted for by factors within the school environment. In addition, no research study in Molo division has ever been conducted to investigate parental involvement in the development of numeracy skills among pre-primary school learners. Therefore, the researchers found it necessary to analyze the influence of parental provision of number work learning resources, which is one of the external factors impacting performance, especially in numeracy skills acquisition of the pre-primary school learners in Molo division. Parental involvement is an important aspect in the achievement of numeracy skills among learners.

According to Van Voorhis et al. (2013, guardians should be involved in the development of numeracy skills through various ways such as the provision of learning materials, engagement in number work activities, and assistance and reinforcement in homework activities. Inadequate parental participation in

child's education results in undesirable outcomes in the child's numeracy skills development, both in and out of the classroom (Caño et al., 2016). Therefore, the main objective of this study was to analyze the influence of parental participation in learners' acquisition of numeracy skills, through the provision of number work learning resources, in Molo Division, Nakuru County.
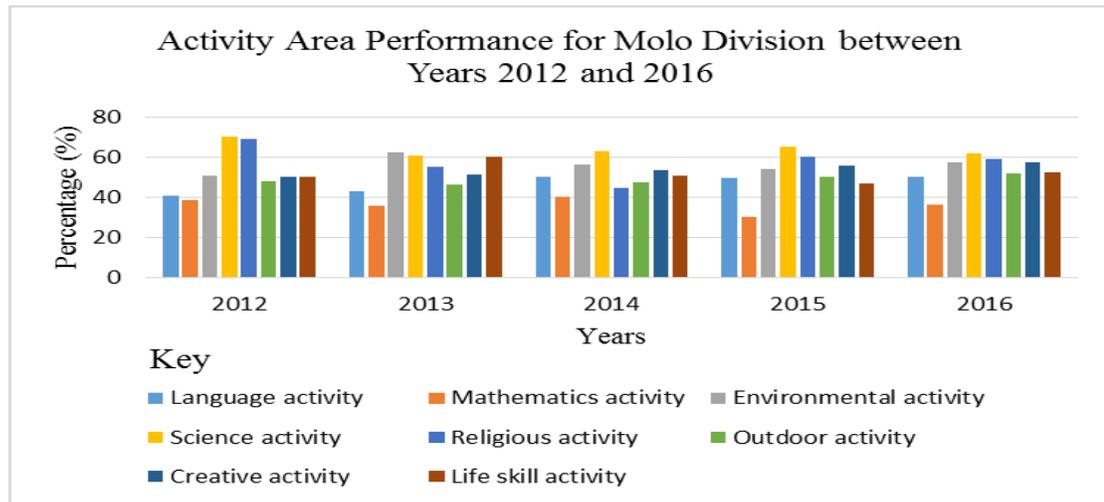

Figure 1: Activity area performance for Molo Division between 2012 and 2016

Source: Molo Division Education Office (2016)

METHODOLOGY

The study employed a cross-sectional survey design to examine the relationship between parental involvement through the provision of number work learning resources on their pre-primary school learners' numeracy acquisition in Molo Division in 2018. This research design was chosen because it allowed the researchers to compare the different variables for the study at the same time. The target population comprised of forty-four pre-primary school teachers, eight hundred and forty pre-primary school learners, and eight hundred and twenty-five pre-primary school parents (Molo Division Education Office, 2016). The sample size comprised of one hundred and ninety-eight respondents, which included eighty-four pre-primary school learners, thirty pre-primary school teachers and eighty-four pre-primary school parents. Simple random sampling technique was chosen by the researchers to select pre-primary schools and the respondents. The technique was effective since it gave all entities in the group an independent and equal chance of being picked to represent the population. The study applied both qualitative and quantitative approaches, which involved descriptive and statistical analysis. This enabled the researchers to be more scientific in the presentation of results, making the generalization of study findings to be easily applied.

In this study, questionnaires, interview guides, focus group discussion, and observation checklist were used to collect data. The researchers utilized focus group discussion for pre-primary school parents because it saved on time during data collection, provided in-depth information, and was easier to seek clarification on issues. Furthermore, the instrument facilitated a free and open discussion, thus generating

new ideas. Observation checklist enabled the researchers to directly watch the pre-primary school learners' actions, behaviors, and expressions in numeracy skills, and eventually measure the level of acquisition of individual numeracy skills among the participants. Questionnaires were administered to both the pre-school parents and teachers by the researchers within a day's visit to each selected pre-primary school.

The application of both qualitative and quantitative research tools gave the study the opportunity to use the merits of one or more research instruments to cancel the demerits of another instrument. The researchers used Cronbach's Alpha to come up with reliability test of the research instruments. A value of 0.7 on a scale of 0-1 indicated that the research instruments were trustworthy (Kombo & Tromp, 2006). Before conducting the actual research study, the researchers planned a reconnaissance that aimed at pretesting the reliability and validity of the data obtained using the questionnaires. Quantitative data obtained using questionnaires was examined, coded, summarized, and keyed in for analysis using the computer statistical package for social sciences (SPSS) version 23.0 to determine patterns according to the research questions. The researchers used bar graphs, frequency tables and pie charts to show the results of the analysis, and used the outcomes to come up with explanations, conclusions and recommendations. On the other hand, the study used the qualitative tools; interviews, focus groups and observations, to observe behaviors and record group discussions as objectively as possible. In observation checklist, the researchers ticked ($\sqrt{}$) where the skill was present and a crossed ($\times$) where it was not present. To analyze the qualitative data, the study identified and refined essential characteristics and concepts. The researchers interpreted the observations directly and put them together to become meaningful information. A matrix was designed to facilitate the categorization and coding of the data, and identify the level of support on given hypotheses. The approach provided a multidimensional summary to enable the researchers to perform subsequent, more intensive data analysis.

RESULTS

3.1 Demographic Characteristics

The return or completion rate was an essential indicator of the quality of the study. The researchers divided the number of sampled members who responded to the research instruments by the total size of the sample. The questionnaires were administered in person by the researchers to the respondents. All of the seven questionnaires presented to pre-primary school teachers were successfully filled and returned. This gave a response rate of 100%. Out of the 84 pre-school parents presented with questionnaires, 75 of them filled and returned the instruments, giving a response rate of 89%. Respondent demographics enabled the researchers to identify what factors could influence the opinions, answers, and interests of the study subjects. A majority (44.8%) of the pre-primary school teachers who participated in the study had a teaching experience stretching over 16 years, against 1-5 years (14.3%), 6-10 years (14.3%), and 11-15 years (28.6%). This was a clear indication that they could give sufficient and reliable information, as the researchers expected plausible reasoning from teachers of such levels of experience.

3.2 The Influence of Parental Provision of Number Work Learning Resources on the Acquisition of Numeracy Skills

The main objective of this study was to analyze the influence of parental provision of number work learning resources, which is one of the external factors impacting performance, especially in numeracy skills acquisition of the pre-primary school learners in Molo division. The results showed that the provision of learning resources such as number work activity books, charts, and counters increased the creativity of pre-primary school learners and improved numeracy development in recognition, matching, and counting of numbers.

Parents Provided Number Work Activity Books that Improved the Performance of Learners

The researchers administered questionnaires to parents and teachers to determine whether the guardians provided number work activity books to their pre-primary school children at home. Figure 2 below summarizes their responses.
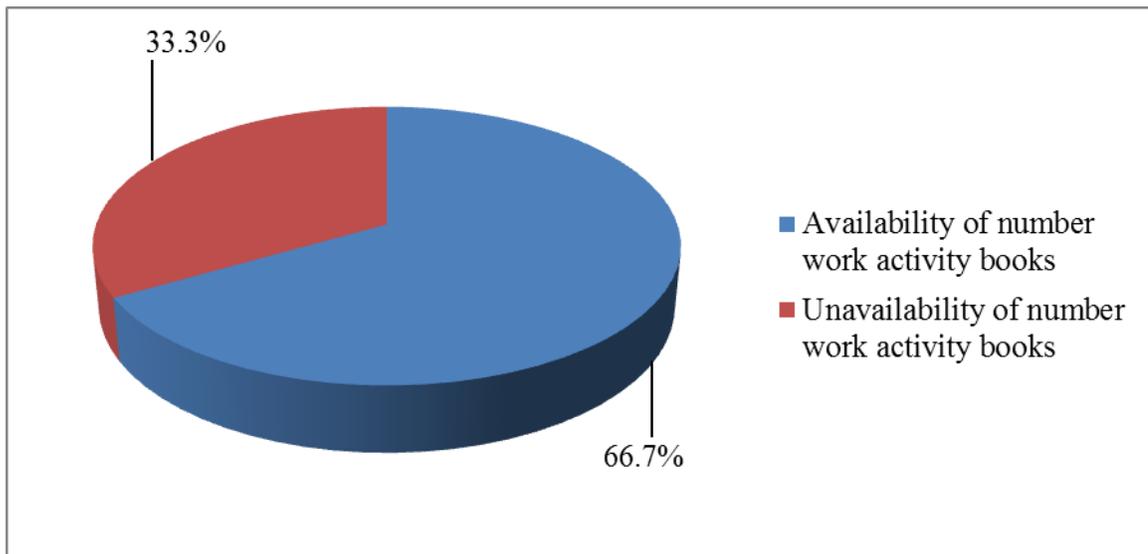
Figure 2: Questionnaire Response on the Provision of Number Work Learning Resources

Results from the pie chart in figure 2 give a representation of the responses from teachers' and parents' questionnaires; 66.7% of the respondents provided their pre-primary school children with number work activity books at home, while 33.3% did not provide their learners with number work activity books.

Learners Used the Number Work Learning Resources at Home

The researchers also used interview guides to enquire from pre-primary school learners whether their parents provided them with number work learning resources, and if they use the materials at home for learning. Table 1 below shows a summary of their responses.

Table 1

Learner's Response from interview Guides

Sampled Pre-Primary School Learners	Parents provided number work activity books	
84	56	
	Used them at home	Did not them use at home
	56	None

From table 1, the study showed that all of the pre-primary school learners who were provided with number work activity books used these books at home.

Learners Improved Numeracy Development in Recognition, Matching, and Counting of Numbers

In the questionnaire administered to parents, the researcher sought to determine which other number work learning resources, apart from number work activity books, did the guardians provide their learners at home. Figure 3 below presents their responses.
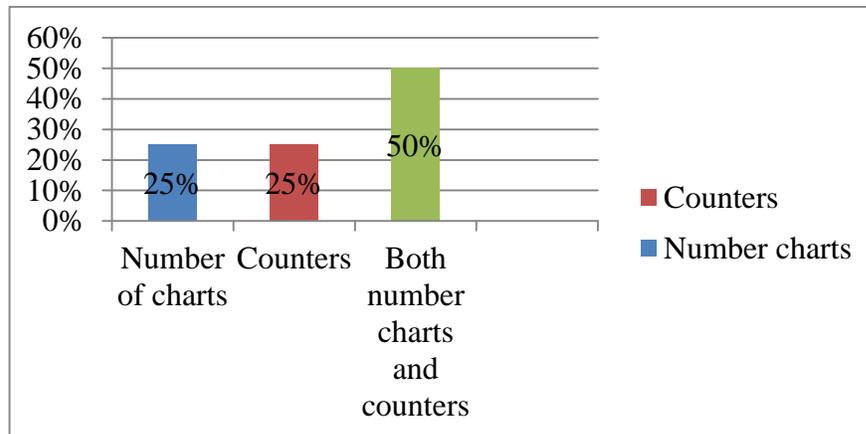

Figure 3: Questionnaire Response on Number work learning Resources Provided

Results in figure 3 show that 25% of the parents provided their children with number charts, 25% of them provided their pre-primary school learners with counters, while a majority of the parents, 50% provided their pre-primary school learners with both numbers charts and counters.

Learners Increased their Creativity and Did Well in Counting, Recognizing, and Matching Numbers

The researchers observed directly the pre-primary school learners actions, behavior and expressions in numeracy skills, and examined the main patterns and themes in relation to the aims of the study. Table 2 shows the analysis of the recorded information as it occurred.

Table 2

Observation Checklist on Acquisition of Numeracy Skills

Numeracy skill	Remarks
Counting	Average
Writing numbers	Below Average
Recognizing numbers	Above Average
Ordering numbers	Below Average
Matching numbers	Above Average
Simple additions	Below Average
Simple subtraction	Below Average

From the observation checklist as shown in table 2, the researchers established that the pre-primary school learners could hardly order and write numbers, and had difficulty in performing simple addition and subtraction operations. However, the learners did well in counting, recognizing numbers, and matching.

DISCUSSION

In this study, the main number work learning resources provided by parents included the number chart and the counters; while playing ropes, building blocks, clay, water containers, number flash cards, number work picture books, and number work story books played a minor role in the acquisition of numeracy skills among pre-primary school learners in Molo division. It was clear that most parents provided their pre-primary school learners with various number work learning materials, and all of the pre-primary school learners who had number work activity books used these resources at home. One of the reasons might have been the fact that the materials were not common among the pre-primary school learners in the division. These learning resources helped the children to develop their creativity in school since the learners whose parents provided them with the materials could remember various types of toys in terms of their functionality and shapes. From the analysis of questionnaire response of pre-school parents and teachers, there was a positive significance between the provision of number work learning resources and acquisition of numeracy skill among pre-primary school learners.

Similarly, the findings from the observation checklist called for the establishment of ways to improve skills, majorly on addition, subtraction, as well as writing and ordering of numbers because the most

learners were below average. On the other hand, the researchers observed that the pre-primary school learners performed well in counting, recognizing and matching numbers. The findings showed that parental involvement in the provision of number charts, and the engagement in counting activities, as shown in figure 3, greatly helped the learners improve numeracy development in the recognition, matching, and counting numbers.

5. Conclusion

This study sought to analyze the influence of parental provision of number work learning resources on the acquisition of numeracy skills among pre-primary school learners in public pre-primary schools in Molo division. The findings depicted a positive relationship between the two variables. Playing materials such as toys help the children develop their creativity in school. The findings of this study were in line with Tassoni, Kate, Eldridge, and Gough (2002) who stated that learners must be engaged in a number of math-related activities such as grouping and sorting, pairing and matching among others. A very effective learning process is one that a child can construct a meaning out of sensory inputs applied. To facilitate that, researchers recommended that learners be given a variety of learning and teaching materials to enable them easily recognize shapes, number symbols and their value. Similarly, majority of the teachers thought that parental assistance was very important, and some went ahead to argue that the children whose parents provided them with learning resources seemed to remember more what they are taught in class than those whose parents did not. The study showed that most teachers noticed a difference in performance between the pre-primary school learners who were helped both at home and at school. Children who were helped by parents in their learning were more knowledgeable and better academically. The findings meant that these learners could easily remember what they were taught because of the repetition, which enabled them retain knowledge. Therefore, when parents, school, and community groups team up to promote numeracy skill acquisition among pre-primary school learners, children tend to perform better in academics, enjoy the processes involved, and stay in their classrooms much more longer.

Wolfenson (2000), argued that the use of sensory aid learning resources such as watching television and videos enable children to enhance skills in matching, counting, and number values. The researcher added that pre-primary schoolchildren were attracted to technology; however, before they start to learn with the advancements, they are required to master the basics. Therefore, this study recommends parents to explore inexpensive rugged-framed mobile devices and the use of internet. The step would enable the learners to touch the screen and swipe; eventually, they will know how to use keyboards and mice. Exposing pre-primary schoolchildren to technology and internet would introduce them to software and applications that would develop their numeracy skills. For instance, Shine-2 is an app that allows learners to gain mathematical concepts, such as number recognition, number sounds, counting, grouping, and sorting. Similarly, Math and Literacy Bubbles is another software that enables children to enhance their literacy and numeracy skills with fun. The recommendation would also engage digital experience for the pre-primary school learners, which would promote creativity. However, parents should teach them appropriate ways to utilize technology. Applying a balanced approach to education and innovation offers a rich environment for learning numeracy skills. Guardians should be conscious of the amount of time they

expose their children to technology. They should not allow it to be a substitute for other activities like unstructured play, outdoor playtime, and reading.

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Re-Entry Policy Implementation Impediments of Teenage Mothers in Secondary Schools in Kenya

Catherine Barmao Kiptanui Tarus
Uasin Gishu County Assembly
P.O Box 72-30100, Eldoret
drcate0.info@gmail.com

Abstract

Policy making and implementation in developing countries is a messy, fluid process and is often dominated by the government bureaucracy and ministry technocrats in terms of setting the tone and the overall policy development and that these policy leaders often underestimate the importance of large numbers of mid-level bureaucrats and school-level educators who will influence the form which policies take in practice.The re entry policy introduced in Kenyan made it possible for teenage mothers to re-enter school and start their education from where they stopped prior to pregnancy but there are gaps in the attainment of that policy. It is in the light of this that, the study sought to investigate re entry policy implementation impediments of teenage mothers in public secondary schools in Kenya. The study was guided by the social integration theory on student retention in schools. The study adopted pragmatic world view, a mixed methods research design which is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study in order to understand a research problem and it further employed stratified sampling, simple random and purposive sampling as its sampling techniques. The sample in the study constituted, 59 head teachers, 59 guidance and counseling teachers and 196 teenage mothers back in school in public secondary schools. Data collection instruments employed by the study included the following: questionnaire, interview schedule and document analysis. The questionnaire was administered to the teenage mothers and guidance and counseling teachers while the interview schedule was administered to head teachers. Document analysis was used to establish the number of teenage mothers back in schools. Data collected using questionnaires were processed, coded and analyzed using descriptive statistical analysis to facilitate answering of the research questions while data collected using interviews were transcribed and arranged thematically in order to answer the research questions and was summarized using frequencies, percentages and tables. The study found out that, stakeholders were not aware of re-entry policy, their rights and responsibilities. It further revealed out that, the re-entry policy needs to be re-visited and that all stakeholders to be involved in designing, developing and communicating about the policy with the aim of evaluating its impact on teenage mothers and to identify gaps. The study recommended that, all stakeholders to be educated about re entry policy and its importance to teenage mothers.The study further recommended that, the policy be revisited so that voices of all the stakeholders be heard and public participation be encouraged so that harmonization of diverse views be incorporated in the final copy of the document which would lead to local ownership and support of the policy making and its implementation. The study also recommended the establishment of monitoring and evaluation tools in all schools to help to ensure there is consistency and uniformity in implementing the policy in all schools.

***Key Words*:** *Re Entry Policy, Implementation, Impediments, Teenage Mothers, Motherhood*

1. Introduction

Policy making and policy implementation in developing countries are a messy, fluid process which cannot be reduced to a simple linear model, in reality it is more complex, less clearly ordered, and seldom reflects a simple application of technical rationality in decision making, this is further supported by Juma and Clarke (1995) that, policy-making should be understood as a political process as much as an analytical or problem solving one. The policy-making process is by no means the rational activity that is often held up to be in much of the standard literature and indeed, the metaphors that have guided policy research over recent years suggest that it is actually rather messy, with outcomes occurring as a result of complicated political, social and institutional processes which are best described as evolutionary and further policy leaders often underestimate the importance of large numbers of mid-level bureaucrats and school-level educators who will influence the form which policies take in practice, under some circumstance the actors can block or reverse policies when they reach local levels (Evans, Sack &Shaw,1995). The Forum for African Women Educationalists (FAWE) (2004) with its unique blend of policy makers, educational practitioners and stake holders working at global, continental and national level, has been at the forefront of promoting education for girls in Africa. The organization, acting as a catalyst for sustained action in the area of girls' education has called for access, equity, retention, performance and quality. FAWE's major approaches to problem-solving in Africa include; consultation between countries to determine best practices, demonstration of what works by giving small funds to projects, and then selling the success of those projects and education and empowerment of young girls themselves(FAWE,2004).The United Nations Educational, Scientific and Cultural Organization [UNESCO] (1996) revealed that the chances of the girls returning to the school system after giving birth are often remote and parents felt that whatever investment they made in the girls' education was wasted.   The Convention on the Elimination of All Forms of Discrimination against Women [CEDAW] (2000) as cited in UNESCO (2003) revealed that one country had admitted that teenage mothers were denied opportunity to resume their education after birth. Mwansa (2011), policy processes have been dominated by the government bureaucracy and ministry technocrats in terms of setting the tone and the overall policy development agenda almost entirely, insulating it from the school processes and other education providers in the country such as the church.

Teenage mothers who do return to school suffer from stigmatization, ridicule, and abuse from both teachers and other learners (Elimu Yetu Coalition, 2003). Nyambura (2000) further postulates that, in Kenya the re-entry policy of teenage mothers has partially worked because of assistance from the Forum for African Women Educationists (FAWE), which has been instrumental in creating awareness of various groups of people regarding re-entry among other issues related to the girl child however despite the government authorization, it is not always a straight forward issue as some school heads do not want to give teenage mothers space in their schools (Tjombonde, 2003) and this is further echoed by Nyambura (2000) that, the re-entry is not always a straightforward issue because of the moral stigma often associated with teenage mothers stating that some school principals are not sympathetic enough to give teenage mothers space in schools. There are factors that influence whether or not a teenage mother is able to continue schooling after the birth of the baby. Most of the factors depend on the girls' ability to manage logistics and finances associated

with mothering and schooling simultaneously (Kaufman et al., 2001). While pregnancy and teenage motherhood are major causes of secondary school drop out for girls, social, economic and cultural issues also make girls' school attendance a complex decision for the girls' parents. Some parents may not send girls to school because they consider the benefits of education for girls to be limited and the cost of sending them to school to be unnecessary for the family (Swainson, Bendera, Gordon & Kadzamira, 1998; Lloyd & Mensch, 2008). When young people's transition to education and work is interrupted by early motherhood, especially under poverty-stricken circumstances, institutional-level support is required to mitigate educational, economic, health and child care barriers (World Bank, 2011). Completing school has a great impact on a person's life. In an age when more and more jobs demand a post-secondary education, those without a high school diploma are at a serious disadvantage. Studies show consistently that not completing school results in lower earnings and a greater likelihood of welfare dependence (Ehrlich&Vega-Matos, 2000). The positive and substantial relationship between education and earnings is a well-established empirical fact, and the fundamental goal of re-entry policy was meant to be a key step towards the attainment of basic education for teenage mothers and to improve the education of the girl child. The re-entry to school policy guidelines introduced in 1994, advocated that girls who drop out of school due to pregnancy should be readmitted after giving birth. However, despite the re-entry policy guidelines in place, the grim reality in public secondary schools in Eldoret West sub county in Uasin Gishu County, Kenya revealed that, there were fewer girls who had re-entered the schooling system after child birth at 387 while those who dropped out due to pregnancy were more with the total number of 1531(T.S.C, County Director,2019) as such the study sought to investigate re entry policy implementation impediments of teenage mothers in public secondary schools in Kenya.

2. Methodology

The study was conducted in Kenya in a county called Uasin Gishu. This is one of the 47 Counties in Kenya and it comprises three Sub Counties namely Eldoret West, Wareng and Eldoret East. Eldoret town which is the headquarters of Uasin Gishu County is 330 km North West of Kenya's capital city of Nairobi. The area has a cool and temperate climate that favors agriculture which explains why the County is a major food basket for the country and it enjoys two rainy seasons with an annual rainfall ranging between 900 to 1200 mm and annual temperatures ranging between 8.4 °C and 27 °C. This study was guided by the social integration theory on student retention in schools. The study adopted pragmatic world view, a mixed methods research design which is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study in order to understand a research problem and it employed stratified sampling, simple random and purposive sampling as its sampling techniques. The sample in the study constituted, 59 head teachers, 59 guidance and counseling teachers and 196 teenage mothers back in school in public secondary schools in Eldoret West Sub County. Data collection instruments employed in the study included the following: questionnaire, interview schedule and document analysis. The questionnaire was administered to the teenage mothers and guidance and counseling teachers while the interview schedule was administered to head teachers. Document analysis was used to establish the number of teenage mothers back in schools. Data collected using questionnaires were processed, coded and analyzed using descriptive statistical analysis to facilitate answering of the research questions while

data collected using interview schedule were transcribed and arranged thematically in order to answer the research questions and was summarized using frequencies, percentages and tables. Content validity of the instruments was determined by seeking guidance and authentic approval from experts and other researchers so as to make necessary changes while reliability of the instruments ensured consistency of results or data after repeated trials. Ethical issues were considered in the study in order to protect the rights of the participants.

The study cross-sectional research design because the study. The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing. The design employed quantitative approach of data collection and analysis which is a procedure for collecting, analyzing quantitative data. The study also employed stratified sampling, simple random and purposive sampling as its sampling techniques. The sample in the study constituted, 59 head teachers, 59 guidance and counseling teachers and 196 teenage mothers back in school in public secondary schools in Eldoret West Sub County. The research instruments for the study were questionnaire and document analysis. The questionnaire was administered to the teenage mothers, guidance and counseling teachers and head teachers. Document analysis was used to establish the number of teenage mothers back in schools. Data collected using questionnaires were processed, coded and analyzed using descriptive statistical analysis to facilitate answering of the research questions while data collected using document analysis were transcribed and arranged thematically in order to answer the research questions and was summarized using frequencies, percentages and tables. Content validity of the instruments was determined by seeking guidance and authentic approval from experts and other researchers so as to make necessary changes while reliability of the instruments ensured consistency of results or data after repeated trials. Ethical issues were considered in the study in order to protect the rights of the participants.

3. Results

This section of the study presented demographic description of teenage mothers, results and key findings based on the objectives of the study

3.1 Demographic Description of Teenage Mothers

The information in this section was an attempt to establish the profile of teenage mothers in the school in terms of age and form. From the study of the majority of the teenage mothers were between fifteen years and sixteen years at 44.4% while those between 17yrs-18yrs were 35.2%. Further from the study, teenage mothers were from different Forms, those from Form three were (36.7%) Form two were (32.1%) while those from Form ones were (31.1%).It was therefore evident that teenage mothers were in all forms (1-3) at an early age between 14-18 years of age. Document analysis was used to establish the number of teenage mothers back in schools on daily basis.

3.2 Re-entry Policy Serves as a Deterrent to Other Girls

Teenage mothers were required to respond to the statements on challenges of re-entry implementation in schools and were listed below;
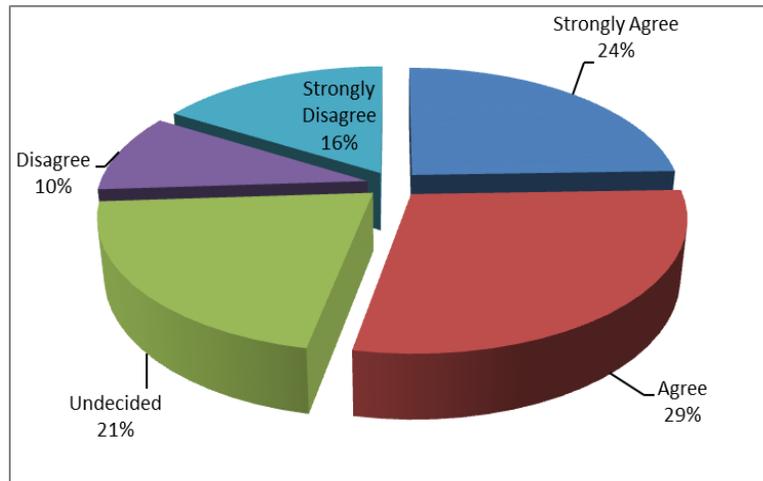
Figure 1: Re-entry of teenage mothers serving as deterrent to other girls

The respondents were asked whether re-entry policy of teenage mothers will serve as a deterrent to other girls and it revealed that (28.6%) strongly agreed while (24.5%) agreed, (20.92%) were undecided, (16.33%) strongly disagreed while (9.69%) disagreed with the statement.

3.3 School Environment and School Drop-out of Teenage Mothers

The respondents were asked whether school environment contributes to the school drop-out of teenage mothers. Figure 2 shows their distribution.
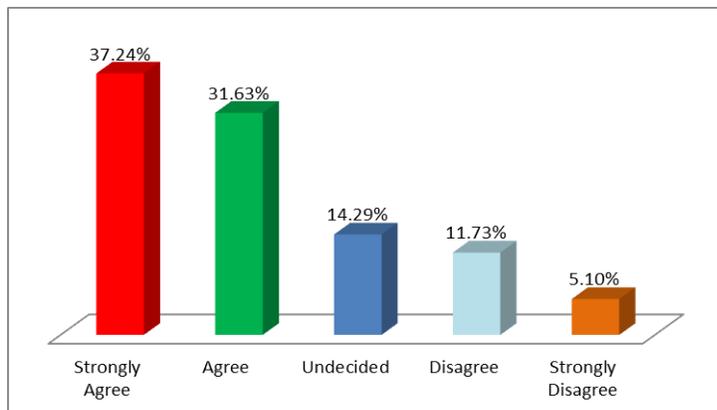
Figure 2 School environment and school drop-out

Slightly more than a third (37.2%) of the respondents strongly agreed, (31.6%) agreed, (14.29%) strongly disagreed,(11.73%) disagreed while 5.10%) were undecided concerning the statement.

3.4 Re-entry Policy Intervention from those in Authority

With reference to the re-entry policy intervention from those in Authority, the respondents were asked to indicate whether they strongly agreed, agreed, undecided, disagreed or strongly disagreed with whether re-entry policy lacks intervention from those in authority, figure 3 shows the distribution of the respondents.
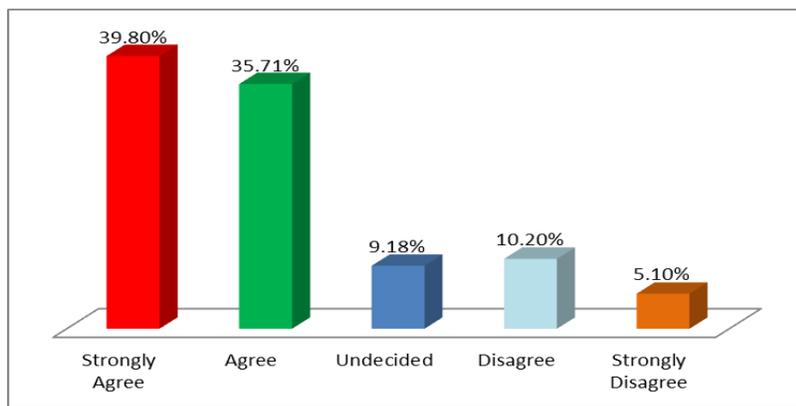
Figure 3 Re-entry policy interventions from the authority

The respondents were asked whether re-entry policy lacks intervention from those in authority (39.3%) strongly agreed, (35.7%) agreed, (10.20%) disagreed, (9.18%) strongly disagreed while (5.10%) were undecided concerning the statement.

3.5 Re-entry policy be re-visited for the benefit of both schools and girls
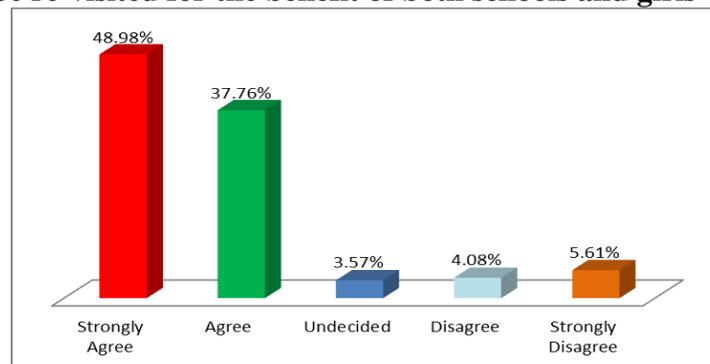
Figure 4 Re-entry policies should be re-visited

The respondents were asked whether re-entry policy should be re-visited for the benefit of both schools and girls and it revealed that (49%) strongly agreed, (37.8%) agreed,(5.61%) were undecided,(4.08%) disagreed while (3.57) strongly disagreed with the statement.

3.6 All stakeholders be educated about the policy
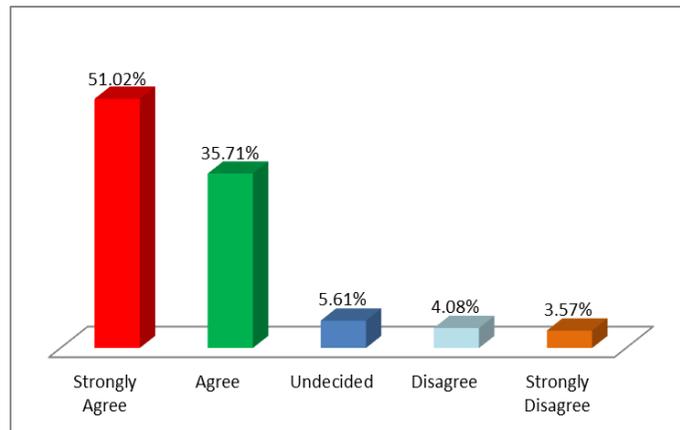
Figure 4.5 Stakeholders be educated about the policy

The respondents were asked whether all stakeholders should be educated about the policy, the rights and the responsibilities of each and it revealed that 51% strongly agreed (35.7%) agreed, (5.61%) strongly disagreed, (4.08%) disagreed while (3.57%) were undecided about the statement.

3.7 Establishment Re-entry Policy Monitoring and Evaluation Tools

When asked whether Ministry of Education should establish re-entry policy monitoring and evaluation tools, the respondents gave the following responses. Their distributions are illustrated in figure 6
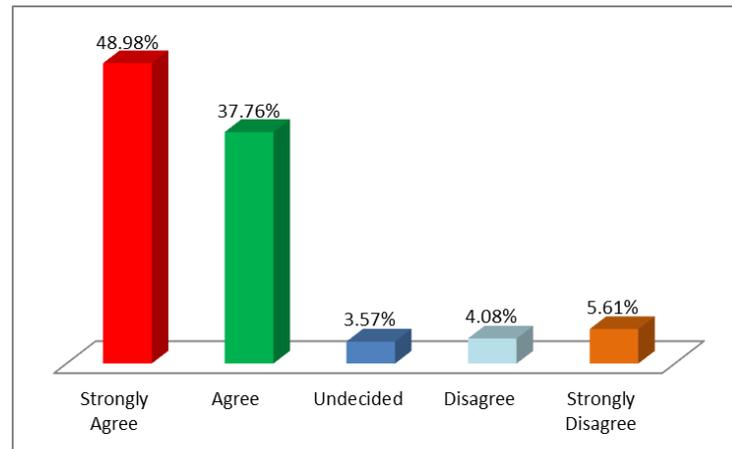
Figure 6 Establishment re-entry policy monitoring & evaluation tools

Slightly less than a half (49%) of the respondents strongly agreed with the statement. they were further supported by (28.1%) who agreed that Ministry of Education should establish re-entry policy monitoring and evaluation tools as a strategy. However, 10.20% of the respondents were undecided, (8.67%) strongly disagreed while only 4.08% disagreed with the statement.

4.0 DISCUSSION

This section of the study presented summary of the findings, discussions in the light of the previous body of knowledge, related empirical studies and present additional new knowledge;

Re-entry policy Serve as a Deterrent to Other Girls

When the respondents were asked about to above subject 28.6% of the respondents strongly agreed while (24.5%) agreed. The head teachers interviewed refuted this statement and argued that the re-entry policy tended to encourage many teenage pregnancies in schools system because of the presence of the policy which is further supported by Malahlela (2012) that, pregnant or teenage mothers develop a very low self-esteem and ultimately dropping out of school temporarily or permanently due to double responsibilities of being a learner in school and a mother at home. In the same vein Mpaza (2006) argues that, most educators believe that, when teenage mothers absent themselves from school to attend ante-natal clinics, this occasional disruption of schooling may lead in the long run to underachievement, which would then lower the schools pass rate. Brigdes & Alford, (2010) on the other hand assert that, teenage pregnancy/motherhood is part of the "cycle of poverty" in which very young mothers stay poor, and their children go on to experience teenage pregnancy, poverty and lower academic achievements. Gallop (2004) also postulate that, most teenagers face years of regret for their decisions to have sex and that their potential as young adults is never realized because they become a burden onto their families and society because their poor performance at school placed a limit on their educational and economic stability.

School Environment and School Drop-out

When the respondents were asked about the above subject 37.2% strongly agreed, 31.6% agreed and this was refuted by head teachers interviewed that, school environment does not contribute to the school drop-out of teenage mothers and that leaving school or not, depended on the individual teenage mother which may be due to dual role of motherhood and being a learner hence abandon school out of their own volition. Empirical study by Qand'elihle, Simelane & Thuli (2013) argue that, most pregnant students disappear without questioning and only about 10% appear for counselling,some deliver the baby (or abort) and return to the school after a week or two, however the head teacher never sends a pregnant student home and that dropping out of school due to a pregnancy is 'voluntary'. Contrary the head teacher's views, a study by Zachry (2005) revealed that, teenage mothers leave school due school policies and previous school experiences, negative perceptions about education due to lack of relevance,lack of motivation and a negative school environment. Teenage mothers identified issues that hinder their educational attainment as a rigidity by some school administrators concerning the schools' attendance policies which include inability to provide adequate leave for teenage mothers to complete their general child care responsibilities and also voiced was the limited credit that is often received from home study. This is supported by Mangino (2008) that, school-related reason for teenage mothers dropping out was the lack of transportation between their homes, daycare, and the school for both them and their children. Several studies reveal that, the school environment needs to be made more supportive to make it conducive and helpful to girls' education hence improve the physical environment and making school a safer place for girls. Tackling stigma would also contribute to the creation of an environment that facilitates re-entry and makes it possible for girls to complete school this time round. The gap between teenage mothers' aspirations and the support they receive suggests that teachers are missing an opportunity to facilitate teenage mothers' school progress and their long-term educational attainment (Battle, 2007).

Re-entry Policy Intervention from those in Authority

The respondents were asked on the above subject and it revealed that 77 (39.3%) strongly agreed, 70(35.7%) agreed. Head teachers interviewed argued that, indeed re-entry policy lacked intervention from authority and this was supported by Omwancha (2012) who claimed that, public involvement in the process of policy making may lead to understanding and harmonization of diverse views from various stakeholders to arrive at a common focus hence this could lead to local ownership and support of the policy hence making its implementation easier. Further Omwancha (2012 argued that, for the re-entry policy to be helpful to many of the teenage mothers and to be effectively implemented, the social-cultural disadvantages at both school and family levels be dealt with accordingly thereby help in making schools and families friendlier hence support the teenage mothers to complete their education. Study by Qand'elihle, Simelane and Thuli (2013) revealed that,girls are readmitted into schools other than the ones in which they were originally enrolled and that monitoring their performance is not easy because of poor record keeping and a lack of 'tagging' hence no statistics regarding their performance and completion rates. School administrators and teachers were skeptical about tagging the teenage mothers suggesting that it may constitute

stigmatization. According to Hubbard (2009), governments are obliged by the Charter on the Rights and Welfare of the African Child, to ensure that children who become pregnant before completing their education shall have an opportunity to continue with their education on the basis of their individual ability.

Re-entry Policy be Re-visited for the Benefit of both Schools and Girls

The respondents were asked on the above subject and it revealed that 96(49%) strongly agreed, 74(37.8%) agreed. The head teachers interviewed were of the opinion that re-entry be reviewed to stipulate the roles of all the stakeholders including pregnant and teenage mothers in the school, parents, teacher and other education officials and was supported by Omwancha (2012) that, the policy needs to be re-written paying particular attention to the language used and that the policy should not be rigid, unrealistic and judgmental, but rather reflect its intent which is to encourage girls back to school and not to blame them hence needs to be reviewed and monitored regularly. Further, Qand'elihle, Simelane, and Thuli (2013) assert that, re-entry policy practices vary from school to school, but generally a pregnant girl has to drop out of school although those who become pregnant may be allowed to return to write their exams at the same school or they may be advised to find another centre from which to write their exams. Omwancha (2012), on the other hand postulate that, the failure by the Government to involve all stakeholders in designing, developing and communicating of the policy make it difficult to evaluate the impact of the re-entry policy of teenage mothers for the improvement purposes and that, the non-follow-ups on the implementation of re-entry policy means that the Ministry of Education (MOE) had no way of assessing the usefulness or effectiveness of the policy hence there were no ways of detecting schools that were not complying with the policy thus difficult to audit the policy.

All stakeholders be educated about the policy

The respondents were asked on the above subject and it revealed that 100(51%) strongly agreed 70(35.7%) agreed and which was supported by head teachers who claimed that the policy is very important to all hence educating all the stakeholders would help in ensuring that the re-entry policy is fully implemented and this was supported by Omwancha (2012) that, the voices of all stakeholders and especially the girls and teenage mothers are missing out from re-entry policy debates hence many of the solutions proposed would largely be ill-informed and unworkable thus public participation in the development of the policy is very important.

Establishment Re-entry Policy Monitoring and Evaluation Tools

The respondents were asked about above subject and it revealed that (49%) strongly agreed, (28.1%) agreed and it was supported by the head teachers interviewed that the policy would act as monitoring and evaluation tools of teenage mothers back to school and this is echoed by Omwancha (2012) that, regular monitoring and follow-up mechanisms would play a key role in the

implementation of the re-entry policy, bringing about consistency and uniformity in implementing it in all schools. Further, the monitoring could help to identify areas in the policy that need to be reviewed, improved for effective implementation and to reveal challenges during implementation of the policy hence the need for development and strengthening of regular monitoring mechanisms at all levels to enhance the implementation of the guidelines on the re-entry policy. Achoka and Njeru (2012) on the other hand assert that, lack of legal backing or any official communication on how to implement the policy in schools makes re-entry policy weak and that there is need to de-stigmatize teenage motherhood in an attempt to win back the girls to back to school.

5. Conclusion

The study found out that, stakeholders were not aware of re-entry policy, their rights and responsibilities. It further revealed out that, the re-entry policy needs to be re-visited and that all stakeholders to be involved in designing, developing and communicating about the policy with the aim of evaluating its impact on teenage mothers and to identify gaps. The study recommended that, all stakeholders to be educated about re entry policy and its importance to teenage mothers.The study further recommended that, the policy be revisited so that voices of all the stakeholders be heard and public participation be encouraged so that harmonization of diverse views be incorporated in the final copy of the document which would lead to local ownership and support of the policy making and its implementation. The study further recommended the establishment of monitoring and evaluation tools in all schools to help to ensure there is consistency and uniformity in implementing the policy in all schools.

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Emotional Intelligence in Relation to Gender among Secondary School Students in Athi-river Sub-County, Kenya

Authors: Rose Ngondi[1], Lincoln Khasakhala [2], Philemon Yugi [3]
[1]Department of Counselling Psychology, Daystar University
P.O Box 44400 -00100, Nairobi – Kenya
Email: rosekngondi@gmail.com

[2]Department of Psychiatric, University of Nairobi
P.O Box 19676 -00202, Nairobi - Kenya
Email: Lincoln.khasakhala@uonbi.ac.ke

[3]Department of Development Studies, Daystar University
P.O Box 44400-00100, Nairobi – Kenya
Email. pyugi@daystar.ac.ke

Abstract

An individual with high level of emotional intelligence is more likely to handle life challenges more effectively than an individual with low level of emotional intelligence. Children in the age bracket of 13-19 are in a critical phase of life that usher them to early adulthood. This phase is characterized by heightened emotionality hence considered as stressful by many. As such, it is imperative that they acquire necessary skills that will enable them identify, understand and manage their emotions as they progress to adulthood. The aim of this study was to examine gender differences in emotional intelligence of secondary school students. The study used quasi-experimental design and results are at baseline analysis. The sample comprised of 120 students ranging between 13-18 years studying in secondary schools in Athi-river Sub County. Purposive, simple and systematic sampling techniques were used to select four private secondary schools and the participants. Bar-On Emotional Quotient Inventory: Youth Version (EQ-i: YV) tool was used to assess emotional intelligence. Spearman's correlation and independent t-test were used in data analysis. There was a statistically significant correlation between gender and emotional intelligence with females having higher emotional intelligence mean scores than males. Moreover both genders differed significantly in two dimensions of emotional intelligence; female students showed higher stress management skills while male students showed higher scores on general mood. Based on the findings, it was recommended that the ministry of education should provide for gender-based life skills training to improve emotional intelligence with respect to these gender differences.

Key Words: *Emotional intelligence, gender, adolescents*

1. Introduction

In recent years, the concept of emotional intelligence (EI) has gained great importance among researchers, the public, and practitioners. This is against the backdrop of the arising question on what helps an individual to succeed in life other than the traditional intelligence. It is evident that success in life not only requires intellectual abilities but also social and emotional abilities. Study findings indicate that EI is a predictor of academic achievement (Roy, Sinha, & Suman, 2013), psychological adjustment (Palomera, Salguero, & Ruiz-Aranda, 2012), and career success (Jose-Manuel & Juan-Luis, 2014). Higher levels of emotional intelligence positively correlates with indicators of emotional well-being (Extremera, Duran, & Rey, 2011a).

Adolescence is a period of psychological and physical maturity characeized by the process of identity formation. It is a phase of heightened emotionality hence the need to acquire necessary skills in emotional regulation. Erickson (1968) observed that the transition to adulthood can be an easy process under the guidance of securing, understanding, and nurturing parents within the context of an emotionally favorable enviroment. A family characterized by emotional bonding, clear behavioral standards, and healthy communication between adolescents and parents facilitates the development of an emotionally competent, independent, reponsible, confident, and socially competent individual (Goleman, 1995).

In defining and explaining the concept of emotional intelligence, three theoretical models have been mentioned in the literature. They are based on trait, mental ability, personality and competence (Nowack, 2012). Trait emotional intelligence comprises of fifteen emotion-related self-perceptions distributed across personality dimensions and grouped under four factors namely, emotionality, self-control, well-being, and sociability (Petrides, 2009). Self-report questionnaires are used to assess trait emotional intelligence. These questionnaires involves individuals report on ability to manage different tasks such as management of emotions (Schutte, Malouff, & Thorsteinsson, 2013).

Bar-On (2006) defines EI as emotional and social skills that influence our emotional understanding and expression of ourselves, our understanding of other people and interaction with them, and the ability to deal with daily demands. BarOn developed BarOn Emotional Quotient Inventory (EQi) as a validated measure of emotional intelligence. EQi consists of five components and 15 subscales in total. The five components include: intrapersonal component, stress management, adaptability, interpersonal component and general mood.

Kothari, Skuse, Wakefield, and Micali (2013) elucidated that the home enviroment is the foundation for the growth of emotional intelligence skills through positive interactions between siblings and parents. Furthermore, parents can help their children to identify, name their own emotions, and manage them in different social situations (Kothari et al., 2013). Even though specific parenting practices mould children's emotion adjustment and

regulation, children's behavioral and emotional problems may result to insensitive and harsh parenting (Eisenberg, Taylor, Widaman, & Spinrad, 2015).

Emotional intelligence comprises of 26 abilities hence it is influenced by numerous factors. One factor influencing emotional intelligence is gender and this may be attributed to both biological and social factors (Meshkat & Nejati, 2017). The society expects females to express emotions unlike the male gender that is socialized not to express emotions as an act of being manly (Naghavi & Redzuan, 2011). In fact, certain characteristics are perceived to be more appropriate to a specific gender and not the other; assertiveness is more distinctive among male gender whereas empathy is perceived to be more appropriate for female gender (Siegling, Furnham, & Petrides, 2015). Moreover, parents invest their time in teaching their daughters on matters emotions hence acquire necessary skills in naming their emotions faster than males. Consequently, males shy away from expressing their emotions and are not cognizant on how to identify and name their own emotions and those of others (Meshkat & Nejati, 2017).

Globally, there is an inconsistency in general EI between females and males. In their study among secondary students, Joshi and Dutta (2014) observed that female students had higher emotional intelligence in comparison to male students. A study conducted by Khan and Ishfaq (2016) on emotional intelligence among adolescents revealed a significant difference in emotional intelligence among adolescents in reference to socioeconomic status, gender and type of school. Findings of a study among 200 senior secondary schools in India showed a significant gender difference in emotional intelligence with female students having higher scores than male counterparts (Alam, 2018).

On the other hand, several studies have reported no significant gender differences in emotional intelligence among students. For instance, Lawrence and Deepa (2013) conducted a study to investigate emotional intelligence in relation to gender and residential background among secondary students in India. Results indicated that residential place plays a significant role in increasing emotional development whereas gender did not not affect the level of emotional intelligence among the students. Oommen (2015) investigated emotional intelligence among secondary students and found no significant realtionship between emotional intelligence and gender. Bakhshi, Gupta, and Singh (2016) studied emotional intelligence in relation to secondary school students. Results revealed non-significant relationship between emotional intelligence and gender.

Furthermore, gender differences in emotional intelligence can also be explored by evaluating different dimensions of EI. For instance, a study by Nasir and Masrur (2010) on emotional intelligence in reference to gender among university students revealed no correlation on overall EI mean score and gender except in stress management scale where male students had a higher score in comparison to female students. Meshkat and Nejati (2017) examined the relationship between EI and gender among 455 undergraduate students in Iran. Results indicated non-significant differences in overall EI but gender

differed in emotional self-awareness, empathy, self-regard, and interpersonal relationship with females scoring higher than males.
.
The aforementioned empirical studies were conducted in western countries. There is a dearth of literature on correlation between emotional intelligence and gender among adolescents in secondary schools in Kenya. As such, this study aimed at examining emotional intelligence in relation to gender among secondary schools students in Athi-River Sub County, Kenya.

2. Methodology

The study used a quasi-experimental design and targeted secondary school students in Athi-River Sub County. Purposive, simple and stratified sampling methods were used in selecting four single gender – 2 girls only and 2 boys' only - private secondary schools as well as 120 participants within the age group of 13-18. The sample comprised of 60 boys and 60 girls in form one to form three (N=120); 30 students from each school. Mean age was 15.93 (SD=1.168).

Emotional Quotient Inventory: Youth Version (EQ-i: YV) was used to measure emotional intelligence. EQ-i: YV is a validated self-report measure of emotional intelligence developed by Bar-On and Parker (2000). The tool consists of 60 items (long version) and it is measures EI among young people aged 7 to 18 years. The responses are in a four Likert-scale that ranges from 1 for "very seldom or not true of me" to 4 for "very often true or true of me". A separate questionnaire was used to get socio-demographic characteristics of the participants. Statistical Package for Social Sciences (SPSS) version 21 was used to analyze the data. Descriptive statistics, Spearman correlation coefficient and independent t-tests were used in analyzing data.

3. Results

Data on participants emotional intelligence and gender were sought. Spearman's correlation coefficient and independent t-test were used to examine the relationship between emotional intelligence and Gender.

3.1 Key Socio-demographic Characteristics of the Respondents

Socio-demographic characteristics such as gender, age, class and religious affiliation were assessed. Results indicated that 35.0% of the participants were between 13-15–years whereas 16-18 years-olds were 65.0%. Concerning gender, 50% were females and 50% were males. Distribution according to religion indicated that 40.0% of the participants were Catholics, 36.7% Protestants, 11.7% Pentecostals, 4.2% Islam and participants from SDA background were 1.7%.

3.2 Mean Scores of Emotional Intelligence in Respect to Gender

Table 1 shows the mean scores of emotional intelligence with respect to gender. Results show that the mean for male was 89.93 (SD = ±10.533) and female was 92.80 (SD= ±11.232).

Table 1: Mean Emotional Intelligence with respect to gender.

Variable		Total (N=120)	Mean	Std. dev	Std. error of mean
Gender	Male	60	89.93	10.533	1.360
	Female	60	92.80	11.232	1.450

3.3 Relationship between Emotional Intelligence and Gender

The study examined the correlation between emotional intelligence and gender (Table 2). Results indicated a significant correlation between emotional intelligence and gender (p= 0.045).

Table 2: Nonparametric Spearman's Correlations between Emotional Intelligence and Gender

			Emotional intelligence	Gender
Spearman's rho	Total EI	Correlation Coefficient	1.000	.155
		Sig. (1-tailed)	.	**.045**
		N	120	120

3.4 Mean Scores on different Dimensions of Emotional Intelligence with Respect to Gender

The study sought to examine mean score differences between male and female students in reference to different dimensions of EI. Table 3 shows that out of five composite scales of EQ-i:YV, only two scales (stress management and general mood) had significant difference in means (t = -2.11, p<0.05; t = 2.273, p <0.05) respectively. Female students had higher scores on stress management than male students. Conversely, male students had higher scores in general mood in comparison with female students.

Table 3: *Comparison of Mean Scores of Male and Female Secondary Students on five Composite Scales of EQ-i: YV.*

Scales	Gender	Mean	Standard Deviation	Standard Error Mean	t- values	Sig. (2-tailed)
Intrapersonal	Male	94.43	10.097	1.303	-0.241	0.810
	Female	94.90	11.080	1.430		

Interpersonal	Male	93.73	14.987	1.935	0.306	0.760
	Female	92.85	16.625	2.146		
Stress Management	Male	83.40	12.335	1.592	-2.116	**0.036**
	Female	87.88	10.832	1.398		
Adaptability	Male	98.33	16.948	2.188	-0.917	0.361
	Female	100.97	14.420	1.862		
General Mood	Male	103.07	9.815	1.267	2.273	**0.025**
	Female	98.10	13.790	1.780		

[*]$p < 0.05$

4. Discussion

The results of this study affirms the common notion that women are more adept in emotional skills. Study results revealed a significant correlation between emotional intelligence and gender (p=0.045). Female gender had a higher EI mean score (92.80) in comparion with males (89.93). This finding is in conformity to findings of Joshi and Dutta (2014) who reported a significant difference in emotional intelligence between female and male secondary school students. Female students had higher emotional intelligence in comparison with their male counterparts. This was also supported in a study by Chandel and Chopra (2017), in which female adolescents had higher emotional intelligence than male adolescents.

The probable reason for the study finding could be attributed to both biological and social factors. The biological explanation suggests that womens' biochemistry is more inclined to consider one's own emotions and those of others as a critical element in survival (Fernandez-Berrocal, Cabello, & Castillo, 2012). Furthermore, some evidence show that specific areas of the brain specialized in processing emotions could be larger in women in comparison with men (Baron-Cohen, 2005) and celebral processing of emotions is different between women and men (Craig, et al., 2009). Social factors are associated with the inborn as well as learnt behaviors of women and men, whereby women are taught to be more empathetic whereas men are trained to be more constructive (Gur, Gunning-Dixon, Bilker, & Gur, 2002). Gender differences could also be attributed to the subtle influences and nurturing roles between a mother and her child whereby the female children are more likely to receive more emotional expressions from their mothers than the male children (Lopes, Salovey, & Straus, 2003).

The results indicated significant gender differences in two dimensions of emotional intelligence; stress management and general mood. Female students unlike their male counterparts had higher mean score in stress management. This is consistent with findings by Davis (2012) which indicated that girls had higher mean scores in stress management in comparison with boys. It means that female students are more capable of tolerating stress and controlling impulse. In essence, girls have the capacity to endure unpleasant events and

difficult conditions by constructively managing their emotions; and to delay or resist a desire through controlling their emotions. Ciarrochi, Hynes, and Crittenden (2005) observed that women have rich emotional knowledge, they express negative and positive emotions more eloquently and frequently, have more interpersonal capabilities, and they are more socially skillful. The aforementioned abilities are critical in identifying, expressing and managing psychosocial stressors in everday life.

Furthermore, study results revealed a significant gender difference in general mood scores. Male students had higher scores than female students and this implies that they are better in self motivation which includes happiness and optimism. Hence, male students were more satisfied with their lives, enjoyed life, had the ability to think and express positive thoughts and feelings in the face of life challenges and negative feelings. Gartzia and Van Engen (2012) observed that men were better than women in handling negative emotions and having an optimistic viewpoint in life.

5. Conclusion

The study sought to examine emotional intelligence in relation to gender among secondary school students in Athi River Sub County. The study found out that there was a significant gender difference between male and female students on stress management and general mood scores. Female students were found to have a significantly higher mean score than male students with regard to stress management. Conversely, male students were found to have a significantly higher mean score with regard to general mood than the female students. This might explain why boys are more inclined to destructive coping habits due to stress than girls and thus tend to result more easily to drug abuse and school strikes compared to girls. On the other hand, the findings of girls scoring lower than boys with regard to the general mood might explain why girls naturally tend to be more vulnerable to depression at that age. The ministry of education should therefore provide for gender-based life skills training to improve emotional intelligence with respect to these gender differences.

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The Impact of Metaphysical Pragmatism in the Contempory Society

Frank Richard Sanane, Dr James Kabata, Simon Njunguna
Catholic University of Eastern Africa P.O. BOX
62157 – 00200, Nairobi – Kenya
sananerichard@gmail.com

Abstract

The aim of the Paper is to show the impact of the metaphysical pragmatism in the contemporary society: an analysis of Charles Sanders Peirce's theory. Pierce in his argument presents his theory showing that action gets prior over thought. In this matter pragmatism as the doctrine that truth is a practical efficiency of an idea. This theory has made a great contribution in such a way pragmatism theory is considered as tools to solve problems and the results are considered as they are correct and real until their effects are desirable and useful, otherwise the theory is incorrect. The paper presents theoretical framework based on Peirce's upon whom the impacts of pragmatism in the contemporary society could have taken roots from. The pragmatism approach in the contemporary society has influenced various sectors and scholars in such a way they concluded to design a system to consider the specialized subjects and also provide the required techniques to the interested individuals in the contemporary time. The paper also covers various impacts which have been shown now in the contemporary times such as training needs assessment process, the subject oriented against the job-oriented educational content and applied scientific education, applied science curriculum design to approach is based on profession and jobs. The identified gap with the critique on the theory of pragmatism is the failure to link between the pragmatism theory and other disciplines such as metaphysics which has led to negative impacts such as moral subjectivity, on the society. Given Perce's understanding of Pragmatism, The gap may be bridged through linking of both disciples metaphysics and pragmatism and this will help to have a self-defense on pragmatism theory because they are separable but dependence to each other in this case various contemporary issues will be addressed by pragmatism theory.

1. Introduction

The origin of pragmatism can be traced from the Sophists philosophers of ancient Greece who held that man is the measure of all things. The term pragmatism was first used by the American logician Charles Peirce. He intended to use this concept as a means to solve and evaluate intellectual matters. (Hausman, 1993). Pragmatism is a philosophy that emerged in the United States left the intellectual life of country a significant role. The philosophy emerged by thinkers such as William James, John Dewey and John Brodie in the late nineteenth century and left a great impact until the current time. In some countries this approach expanded depending on the circumstances (Okoh, 2003). For example Rubin Zone, a German thinker of this school of thought applied wide measures for the Change of Education System in Germany for skill-centered system using the theory of pragmatism.

Unlike other schools of philosophy, pragmatism lays more stress on the needs and actual benefits of the bourgeoisie and embodies their pursuit of actual efficacy. It not only influences the spirit and life-styles of Americans, but also has a universal impact on the whole world (Halid, 2005). Pierce's pragmatism provides impacts in various fields in our contemporary society. This paper therefore covers the impact of metaphysical pragmatism in the Contempory society. The paper takes the following organization: theoretical framework and the impact of the metaphysical pragmatism in the contemporary society from education sector, governance, global transformation, technology and metaphysics.

2. Theoretical Framework

Philosophical pragmatism, as initially articulated to Charles sanders Pierce philosophy. Firstly in one sense is seen as an attitude or method of thought. It emphasizes a focus on facts and consequences, as opposed to theories and principles. In addition to being a method of thought with sufficient flexibility to appeal to individuals who have divergent views in many respects, as philosophical pragmatism is also distinguished by its experiential, provisional and pluralistic notion of truth (Thayer, 1952). Pragmatists believe that as the world changes, and human societies grow and change, new kinds of ethical dilemmas emerge. To make solutions to them, people need to develop new methods of understanding what is right and wrong. Aim at making life on the planet relatively better than it is. Pragmatic ideas regarding ethics are further manifested in the area which now is more practical in our contemporary society. Areas like social and political thought. Charles Pierce Sanders (1931) and other pragmatists, social and political institutions exist to provide for the needs of individuals. The worth of projects is to be judged by the extent of their conformity to social needs. Moreover, since human needs and social circumstances are frequently in flux, social institutions need frequent reform (Atzenstein, 2010). This can be best accomplished where diverse individuals participate actively and regularly in public affairs, so that society as a whole may take advantage of their diverse experience and intelligent.

3. The Impact of Pragmatism in Contemporary Society

Perce's pragmatism brought variation in impact of our contemporary society. These include education sector, global development, technology and metaphysics.

3.1 Educational Sectors

Pragmatism implies, in short, a start from the practical context in which issues arise. The practical experiences people have on a certain issue should, from this point of view, determine how a problem is defined and which solution strategy is selected and implemented. Given the urgency and insufficient effectiveness of addressing current global environmental issues, this approach was expected to be relevant for its focus on effectiveness and problem-solving. In the early twentieth century, a major perspective within sociological social psychology was derived from pragmatism. (Joas, H, 1993). Increasing attention is being given to pragmatist epistemology in other branches of the social sciences, which have struggled with divisive debates over the status of social scientific

knowledge. Pragmatists insist on the real value of a thing lies in its utility for human development and welfare.

Thus even education is useless if it does not promote human welfare and so the system of education should be changed so that it becomes both desirable and beneficial. Education should provide real life experiences to the learners so as to make them dynamic, resourceful efficient and enterprising. John Dewey as a disciple of Sander characterizes education mainly as growth, as life, as continuous reconstruction of experiences, as a social process. (Joas, H, 1993). His philosophical implications made pragmatism also are known as instrumentalism or experimentalism. In this line we see in the contemporary society the establishment of vocational and technical education system supported analysis of many skills training systems in the world. Pragmatism offers an approach which is both pluralist and practical. Pragmatists' presents there are view of practical basing on utility rather than theoretical discussions (Atzenstein, 2010). An analysis of the pragmatists theory can be seen now in agricultural, applied- science, educational philosophy. Pragmatic approach of skills and vocational and technical education aim now at the ability of graduates of different universities in the world indicated that they faced serious knowledge and skills problems to enter the employment process. So the vocational and technical education was initiated from the beginning with skill-based approach and the practical significances. (Welchman, 1995).

Hookway (2008) on this basis, and considering the predominant method of skills in different places in the world has undergone assessment based on Competency Based Training, Job and Tasks Analysis is basis of designing the skills and vocational and technical curriculum. The universe is the subject matter for the pragmatist. Any educative experience is the subject matter of the curriculum, any experience contributing to growth. The subject matter exists ready to be explored, but the real concern must always be for the interaction of the pupil with the subject matter of his current needs, capacities, and concerns. Curriculum should bring the disciplines together to focus on solving problems in an interdisciplinary way (Hookway, 2008). Pragmatists believe that learners should apply their knowledge to real situations through experimental inquiry.

A study of social, economic and political problems, natural resources and their maintenance and other such studies in the contemporary time focus on building up the curriculum which base on the need of the society (Hookway,2008). Thus all the content that prepares the child for individual as well as social adjustment included in the curriculum should aim at the utility of the community. Our choice of the pragmatic school of thought is obvious. It is an approach that is very much concerned with the application of knowledge in tackling the life challenges. Thus their aim of education is that knowledge acquired must have relevance to the need of the society.

Knowledge to action gaps exist when the knowledge created does not address diverse practice demands, which may be a knowledge creation problem that demands for bridges to be built between researcher and practitioners forming relevant communities of inquiry. Pragmatist identified communities of inquiry, including all those interested in resolving a problem, as one of the major building blocks of pragmatism. (Hookway, 2008). The collaborative process between researchers, practitioner's policy makers and public is a hallmark whereby the researcher is an involved collaborator, negotiator and communicator who develops partnerships that identify co-construct and

consider multiple sources of evidence. Promoting participation and maintaining relationships between researchers and practitioners is integral to developing collaborative knowledge that will be effective in practice.

Mutual understanding between researchers and practitioners as they relate to the processes of communication and shared meaning are central to the pragmatic approach suggests that these communities of practice uniquely combine researchers who create knowledge, a community of people who care about the knowledge and the shared practice for which they are developing knowledge (Okoh,2003). In the current time communities of practice which base on scientific investigation are created to translate knowledge basing on the needs of the society and that forming relationships between researchers, practitioners, policy makers and the public is needed to have an impact on advancing the science and philosophy.

Education According to the Needs of the Surrounding Society

Survival to the pragmatists depends on man's ability to use acquired intelligence to overcome the problems of his existence and that of his society. For ideas to become useful therefore, they must be applied practically. The pragmatists advocate individualism capable of overcoming the problems of the environment. In different countries national policy on Education recognizes this as it says that "efforts shall be made to relate education to overall community needs (Okoh, 2003). For the needs of the world society to be solved, the gaps that usually exist between what is learnt in school and its wider society must be eliminated. In the contemporary time societies have formulated educational policies that adapt the needs of the nation. Educational policies have been made to help towards the solution of our present predicament as a nation. For instance, different states have made be Manpower Development Commission which should serve as a link between the manpower needs of the nation according to the demand of employers of labor and the quantity turned out by our Universities yearly. The commissions also as well have served as guide to the candidates as well as information on the areas of knowledge that are high in demand.

Learning by Practice

There is an inherent relationship between action and knowledge. The pragmatists believe that knowledge results when in our various interactions we experience the consequences of our actions and note the action consequence relation of different experiences and uses this to solve subsequent problems (Tanzania: Ministry of education, 1982). The contemporary society has managed to create the necessary knowledge to solve problems therefore arising from interacting with such environment. By implication, it means that learning by doing will not only lead to skill acquisition, but also leads to the development of self-reliance. When people are self-reliant the problem of unemployment in the world society will be a thing of the past.

Learning by doing ultimately, reduces the quest for paper qualification. In pragmatism, action is combined with one's level of qualification. This encourages professionalization because for anyone to prove his qualification, the necessary action must be followed in order to solve a problem. Pragmatists philosophers and educators, offer insightful influences on the contemporary education,

not only in the United States but also worldwide. Their philosophy of education, commonly referred to as pragmatism, focused on learning by doing as an alternative to rote knowledge and strict teaching (Tanzania: Ministry of education, 1982).

The purpose of this study is to investigate the extent to which this philosophical thought is implemented in Jordanian public schools according to Jordanian teachers. Both quantitative and qualitative methods were employed in this study. In the world, there should be a symbiotic relationship between the formal school education and non-formal apprenticeship education in such a manner that the whole community becomes the resource center for the education of the learner, and the wall of separation between the world of school and the world of work is broken down. This idea is being implemented in Tanzania, and reports have it that it is working well.

Long Life Education

In the entire universe the pragmatists say that pragmatism is in a state of continuous change and what works now may not work in a different situation. What the pragmatists propose is the type of education that continues till adulthood. Life-long education is a solution to the changing world; knowledge should be updated so as to take care of the problems arising from the changes in the universe.(Ristela,2003). This type of education as it is said is learning about anything at all that helps us understand the environment we live in, and the manner in which we can use and change this environment in order to improve ourselves. A realistic role of the school is that will be found to be that of an enabling institution within a life-long educational continuum (Nyerere, 1982). This has been shown up in the present time mostly country deal with the educational which is more practical and gives response to the utility of the society and something which does not give response to the community is not encouraged to be studied in any place.

Teaching to be Related Interest and Experience of oneself

Another aim of education in the pragmatic school of thought is that teaching should be related to pupil's interest and experience. It favors a diverse curriculum in order to take care of differences and needs of the learners. The uniqueness of every individual has to be identified and developed. To expose every individual to the same curriculum is to ignore this important fact. In the world we have experienced a radical departure from the old one, where parents select courses for their children/ward without reference to potentiality of the learner. However, long time with the rise of pragmatism we saw these students are mis-directed and mis-guided into the preference of their parents, they probably end up being frustrated and consequently, they show lack of interest in the practice of their disciplines after graduation. Thus, the services offered by professional career guidance and counselors are therefore needed if the students must make the right choice of career (Nyerere, 1982). It is in this direction that most governments have left the process that make the guidance and counseling units of every school to be properly functional and depend on student's interest.

3.2 Governance

The pragmatists defended a close relationship between learning and democracy. Pragmatism's heritage and legacy focuses on pragmatism's stance favoring pluralistic and participatory democracy. Three elements can be distinguished to further characterize a pragmatic governance approach. The first is continuous experimentation with policy strategies. These experiments need to be evaluated in terms of their practical consequences; that is, in terms of their capacity to tackle problems (Peter& Rudra, 2010).

The second element of pragmatic governance is close cooperation between governments and other parties in policymaking. This implies involving those actors including citizens, companies who experience the practical consequences of societal problems and can contribute to addressing them. The third element is related to the other two elements and entails a focus on specific issues, by accounting for the unique context in which an issue arises. Its practical context is the starting point for conducting experiments and involving actors. The unique characteristics of an issue are assumed to determine the contribution of actors and the effectivity of policy interventions this is more used by the contemporary society as the key figure to evaluate who is supposed to rule and control the enter society.

These elements of pragmatic governance imply that governments and policymakers need to be flexible in fulfilling different roles to address societal issues Pragmatism would not be useful if it failed to deal with questions about the proper distribution of social and political power along with related issues of class, race, and gender. Pragmatism can criticize the mistakes of public democracy, but at the same time pragmatism praises public democracy as the best form of government that has been invented at this time (Atzenstein & Peter, 2010). Pragmatism additionally proposes a finer form of public democracy, with more citizen participation than mere voting, than any actual democracy. Pragmatism is judged to be highly in practice. Pragmatists such as Dewey and Rorty being in line with Peirce theory and the contemporary time societies defended the idea that public democracies are pragmatic theories in action, in two major senses (Atzenstein & Peter,2010) First, public democracy is a proposed method of social inquiry. When educated and communicating citizens make intelligent inquiries into their social conditions and changes to society, they are in a position to learn about how their society functions and how it can function differently. Democracy can produce social knowledge.

Second, public democracy is itself an experimental test of the political proposition that citizens become more powerful over the conditions of life if their society becomes more and more democratic. Democracy can produce freer citizens. Pragmatism in the contemporary time has been more influential in different countries. These two pragmatic tests of pragmatism are made in the actual experiments of free public democracy, in the same way that pragmatism is tested through the actual successes of free scientific inquiry into nature.

3.3 Transformations in the Global Development

Social trends can be discussed from many different perspectives. This section draws on the account of sociologists who took an effort to implement the pragmatist theory Peirce and his fellows who emphasis upon change, focusing on the fact that the world is a work in progress, a reality which is in a constant state of flux. In analysis of modern society, sociologist describes three mega trends; globalization, the emergence of an information age and the rise of a network society. (Jorg, and Kratochw, 2009).Without providing a comprehensive account of modern society this has been proven out in the given extensive reflection and debate on these trends within a range of disciplines. This includes sociology, political sciences, philosophy, and public administration. The first macro development by which modern society is often characterized, concerns the loss of significance of local, regional and national borders. Through the process of globalization which has been defined in a range of different ways. People all over the world are increasingly interconnected and according to some even incorporated into a single world society (Jorg, and Kratochw, 2009). Despite of the different visions on the impact and desirability of globalization seeking through pragmatists, it is widely acknowledged that actors and the issues they encounter are less and less defined by geographical boundaries, we can currently also see a political counter development that aims at maintaining, joining and restoring the sovereignty of nation states.

Also pragmatist's tendency has lead different societies shared goals and diffused knowledge and power of actors within society, governments, civil society organizations, private companies and individuals or groups of citizens increasingly operate in networks to realize their goals. Governments in our contemporary time are often dependent on non-organized sectors in general and global agents of change in particular, for pursuing their global goals. Governmental and inter-governmental organizations look beyond their own borders to avoid global risks, to deal with complex problems and to realize global goals through effective implementation and utility need of the majority people in their society.

3.4 Technology

There is an increasingly important role of information technology and knowledge as a crucial resource in societal power relations. Pragmatists theory of experimentalism has forced the contemporary society to put more emphasize on technological advancement for production. Hammersley Martyn in his introduction to theory of technology explains that, Charles Perce's (1989) Pragmatist's theories frame and explain activities that are continually performed, produced, and reproduced through a dynamic entanglement of action, politics, communities, discourse, materials, tools, and agents. Pragmatism and practice theories are complementary perspectives focused on the consequences of our ideas and the results of our actions. Both perspectives provide us with valuable insights about our world (Martyn, 1989).

Pragmatism is a perspective that can bridge current divides between scientific paradigms, the theory practice gap, and academic practitioner interests. New technologies have been discovered in such a way it enable the transcendence of physical and temporal limitations in the sharing of information, making interaction more dynamic and creating global communication networks (Martyn, 1989) This development can be seen as a condition of the two former trends through the fast flows and

exchange of information, networks can be formed across states new information and communication technologies, including rapid long-distance transportation and computer networks, allow global networks to selectively connect anyone and anything throughout the world. In short, although conceptually distinguished, in reality these trends are intertwined and mutually reinforcing improving the utility of the society. Pragmatic complexity theory approach provided more flexibility to respond to the rapidly changing context of social services implementation and evaluation. Success and utility of pragmatists theory in technology has made people to continue facilitating it as the means of their solutions

We see that the professionals are specialized in responding to demands that require an immediate solution to problems, especially those that place pressure on and threaten the social order. Effective insertion of the social worker in the social and technical division of labor, we see that the professionals are specialized in responding to demands that require an immediate solution to problems, especially those that place pressure on and threaten the social order. Technique for providing help for administrating conflicts or as a technology for resolving problems, the profession is required to provide immediate results that alter some variables of the social context, of the everyday life in which the subjects who are the receptors of its professional action are inserted. Beyond the determination imposed by the division of labor, the ontological ground on which the professional exercise is undertaken in daily life through discoveries (Martyn, 1989).

We find that pragmatism is responsible for the deep empiricism that the profession nurtures and for a certain way of conceiving the relationship between theory and practice. In Social work, there is an exaggerated emphasis on practice, which is identified as pure experience, and on habits and customs that are understood to be true if successful and if they serve the immediate resolution of problems ((Martyn, 1989). Pragmatism is also responsible for the deep disdain that in general some professionals feel for a critical theory, not for any form of knowledge, not for instrumental-practical knowledge, but for one that effectively looks for the fundaments, and for this reason, does not always yield immediate responses. Pragmatism in social sciences, remains committed to solving problems in the real world through generating useful knowledge, validated through a consensus theory of truth. Pragmatist approach to social science is likely to view knowledge generation in the following manner. First, the problems arise in the world of human practice, is understood as the dynamic interrelation between social meaning-generating rules and ensembles of individual disposition factors (Hookway, 2000).

These problems give rise to new aspects which our old concepts cannot explain and hence require cognition and knowledge generation, which is the second step. Here Martyn,(1989) explains that the researcher uses techniques for generating useful knowledge such as abduction, seen as a heuristic strategy aiming at a kind of useful knowledge that should help us to find our way through the complexities of the social world or, alternatively, other pragmatic strategies such as analytic eclecticism. Finally, scientific and external communities are called up to judge the usefulness of this knowledge; in this way pragmatism highlights the reflexive practice of discursive communities of scholars. Crucially, this implies that truth is constantly renegotiated, debated, interpreted in light of its usefulness in new unpredictable situations.

3.5 Metaphysics

Pragmatism denies any possibility of basing reality on objective and universal truths considered to be abstract and left aside for being restricted to the realm of metaphysics. Here is located the idea that the foundation of pragmatism is not to be guided by fundaments. It questions *a priori* concepts and the role of theory in allowing any generalizing perspective to point to trends in historic development. In this concept, truth is the fruit of its practical consequences, determined by the use of the pragmatist method where pragmatism can only be understood pragmatically, that is, by testing its consequences (Hookway, 2000). It denies any knowledge that is based on universal concepts, or that is, that is not the fruit of experimentation with the method, with which it questions the existence of objectivity in reality. It is up to pragmatism to present and interpret concepts in the domain of experience and they are only accepted to the degree that they allow a modification of action. This involves a type of knowledge that is applied to change or to a theory of social action. In this way the truth of concepts is in their capacity to operate changes in subjects. It is the result of the investigation of subjects and of arguments constructed from this investigation, so that knowledge cannot be indifferent to the context of which it is part. (Hookway, 2000).

The first to coin the term pragmatism was also the first to base the meaning of concepts on the experimental consequences derived from them establishing a contrast with Cartesian rationalism. Peirce's concern was to verify the consequences that a concept operated on future experiences. For Peirce, the meaning of things is established by a list of conditionals, so that the meaning of a concept depends on its experimental consequences, thus making pragmatism an observational science. Every hypothesis must be established by observation and by reasoning, which thus disqualifies any hypothesis that lacks experiential consequence. Pragmatism winds up being a type of test to verify if concepts and theories are in fact related to experience. As a good mathematician, he maintained that all thought can be known through symbols. Thus, his scientific method is the method of observation through experimental procedures: to construct, manipulate, observe and test. From this was derived a type of experimental rationality, we can say an instrumental and procedural one, whose final objective is to know the processes though the results they produce (Hookway, 2000).

Conclusion

Having undertaken a diligent review of Charles Perce's pragmatism we come to the point that pragmatists approach of Charles Sanders Pierce also in the contemporary time some sectors and scholars concluded to design a system to consider the specialized subjects and also provide the required techniques to the interested individuals in the contemporary time and this has lead out great impact in our society such as in education, Governance, technology and technology. Thus, Training needs assessment process, the subject- oriented against the job-oriented educational content, prevent the over training or low training, program planning process are among the differences of academic

classic education and applied-scientific education Applied Science curriculum design approach is based on profession and jobs but there is an issue centered approach in university system. Finally pragmatism has ensured a rapid change in various aspects of our life in contemporary time basing on what is more utility and practical.

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A Brief History of Christian Missions in Somalia

Author: Aweis A. Ali
Africa Nazarene University Nairobi, Kenya
amazingwisdom@gmail.com

Abstract
For many people, "Somali" and "Christian" are oxymoron but history is littered with enough evidence that this assumed oxymoron is one big fallacy. The purpose of this brief history is to highlight the long and consistent engagement of Christian missions among Somali people in the Horn of Africa. This work will review few of the most prominent mission organizations among Somali people, the challenges and success of these organizations in Islamic Somalia. This review will also elaborate the rebirth of the Protestant mission work in Somalia in the 1950's and the impact the collapse of Somalia's central government in 1991 still has on the church in Somalia. Somalia has 128 years of continuous Christian presence which started in 1881. Unbeknownst to many, there are numerous established Christian house-churches in Somalia today. While the exact number of these Somali Christian congregations in Somalia are hard to know, estimates range from few dozens to several dozens. There are also thriving Somali Christian congregations in the Somali inhabited regions of Kenya and Ethiopia. Sustained missionary work among Somalis started in northern Somalia in 1881 when Roman Catholic fathers opened an orphanage in what was then British Somaliland. The first Protestant mission work was established in southern Somalia in 1896 when Swedish Overseas Lutheran Church (SOLC) opened mission work in what was then Italian Somaliland. While the Roman Catholic mission quickly faced intense objections from the local Somalis, the SOLC encountered minimum opposition from the local people. Through their orphanage ministry, the Roman Catholics witnessed the conversion of many children while the ministry of SOLC produced numerous adult believers in a short span of time. Both mission organizations were eventually expelled from the Somali lands by the colonial powers but some of the local Christian communities they left behind hung onto the faith despite the intense persecutions they faced from the Somali Muslims.

Key Words: Somali church history, Christianity in Somalia, Somalia missions, persecution

Introduction

This paper intends to document the remarkable success of some selected mission organizations to the Somali people and the resilience of the local Christians in Somalia. Islamic Somalia has an estimated population of about 14 million with the longest coastline of any African country according to *World Population Prospects* (2017). The country is predominantly *Sunni* Muslim**,** located in the Horn of Africa. Ethiopia, Kenya, and Djibouti border it. The northern part of Somalia is a former British colony known then as British Somaliland which has a direct maritime border with the Red Sea. The southern part was a former Italian colony known then as Italian Somaliland which has a maritime border with the Indian Ocean. Both territories united to form one country on 1st July 1960, as the Republic of Somalia. While Somalia is a founding member of the Organization of African Unity (now the African Union), it is also a

member of the Arab League. Somalia thus straddles the African continent and the Arabian Peninsula both politically and religiously.

Somalis first encountered Christianity in a significant manner through the Roman Catholic Church (RCC) in 1881(Fahlbusch and Bromiley, 1991). The Mogadishu Cathedral was built in 1928 and remained the biggest Cathedral in Africa until 1930's according to *Catholic World Report (*2016). Venanzio Francesco Filippini, the RCC Bishop of Mogadishu, reported in 1940 a membership of 40,000 Somali Catholics in the southern Bantu regions of Juba and Shebelle (Tripodi, 1999). The Italian colonial government estimated the Somalia proper population in 1940 to be around 1,150,000 and updated it to 1,200,000 in 1950 according to *Catholic Hierarchy (2019)*. This report puts the Somali Christian population in 1940's around 3.5%. If this percentage of Somali Christians is accurate, then the well-known Somali mantra, "to be a Somali is to be a Muslim" becomes a hallow claim (Haile and Shenk, 2011). However, some competent authorities including Bishop Giorgio Bertin, the RCC Bishop of Djibouti and the Apostolic Administrator of Somalia, see the 3.5% figure too high (Bertin, 2019).

The RCC declined in times of intolerance but proliferated in times of religious tolerance. The composition of the RCC is traditionally expatriate, diaspora and upper-middle-class; the RCC in Somalia derives much of its power and prestige from Italy (Cavanaugh, 2016). Other members of this denomination are the local Bantus, who are not among the dominant Somali clans. Thus, formal membership in the RCC in Somalia collapses in times of instability as many non-Somali Catholics and dual-citizen Somalis evacuate. By comparison, the Protestant churches often grow in times of adversity and plateau in times of stability (M.M.M., 2017)

Protestant church in Somalia has a tiny expatriate community and even fewer upper-middle-class members. Thus, few would have the means to flee the country when they become the target of religious persecution. Most members of the Protestant church are from dominant Somali clans. These Christians from major clans are often from a lower economic class and they can tap into Somalia's traditional clan and familial protection system when needed (Gundel, 2019).

The Swedish Overseas Lutheran Church (SOLC) established its first mission in the southern port town of Kismayo, Somalia, in 1896 and expanded its ministry in the south to Jilib, Jamaame, and Mugaambo establishing successful schools, clinics, and churches (Abdullahi, 2015). SOLC experienced early success in southern Somalia. The RCC has, also, in the past responded to the humanitarian needs of the Somali people by opening quality schools, hospitals, and clinics (Abukar, 2015). The RCC also pioneered orphanages**,** one of which was opened in 1891 in Daymoole, near Berbera, then British Somaliland, by the French Catholic Mission (Abdullahi, 2015).

The Daymoole orphanage is best known for angering the famous Somali mullah and freedom fighter, Sayid Muhammed Abdulle Hassan, who waged a relentless *jihad* against the British colonizers of Somaliland (Samatar, 1992). One of the most significant triggers of the Sayid's hatred of the British colonizers was when he met kids from the Daymoole Catholic orphanage whom he considered misled and assimilated into the religion and the culture of the Christian occupiers of Somaliland (Samatar, 1992).

The British had finally expelled the Catholic missionaries from Somaliland in 1900's when the Sayid succeeded in enticing hatred against the British in part because of the missionary work of the Catholics (Miller, 2006). The Catholics did not go very far; they moved to Jigjiga, a Somali town in the Somali region of Ethiopia (Miller, 2006). Despite the Muslim opposition, many Somalis turned to Christ because of the ministry of the RCC. Even many of those who did not convert developed an RCC-friendly outlook on life, politics, and culture. The RCC education system was so successful that the Italian colonial government in Somalia gave the church a subsidy by 1939 to manage 12 elementary schools with 1,776 students (Touval, 1963). The paper therefore examines the brief history of Christian mission in Somalia.

A Brief History of Christian Missions in Somalia

This section covers the following sections: the rebirth of the protestant mission work and the 1991 Calamity of Christian mission in Somalia.

2.1 The Rebirth of the Protestant Mission Work

There was a vacuum of Protestant missionary work in Somalia after the Italian colonial rulers expelled SOLC in 1935. However, this changed when the Mennonite Mission (MM) entered Somalia in 1953; the Sudan Interior Mission (SIM) followed suit in 1954, and they both started eminent schools, clinics, and hospitals in addition to their traditional missionary witness (Abdullahi, 2015). After the Daymoole orphanage spectacle, the RCC adapted a more culturally sensitive ministry strategy but the SIM and MM demonstrated the axiomatic missionary zeal which probably contributed to the deep suspicions some local Muslims harboured against the SIM and the MM (Abdullahi, 2011). The MM had its first martyr in 1962 when a fanatical Muslim man stabbed a 33-year-old Canadian born missionary, Merlin Grove, to death in Mogadishu (Abdullahi, 2011).

The SIM and the MM had a formal agreement between them not to establish a denominationally based Somali church (Miller, 2006). This arrangement also meant by default neither to support nor to allow such a denominational Somali church or ministry. The SIM took this thought-provoking agreement more seriously than the more pragmatic MM (Miller, 2006). The united front of these two mission organizations was compromised in 1966 when different groups of Somali Christians in Mogadishu, Bulo Burde and Belet Weyne decided to join the Mennonite church (Miller, 2006). This decision immensely distressed the SIM (Miller, 2006). Despite some occasional hiccups in their relationships, the SIM and MM are the best examples of Christian mission organizations cooperating in bringing the Gospel to Islamic Somalia (Haile and Shenk, 2011). This Christian spirit of cooperation has facilitated the conversion of many Somalis throughout southern Somalia.

When the Somali government nationalized the property of these two mission organizations, the RCC allowed the SIM and MM, and the Somali Christians associated with them to worship at the RCC Cathedral in the Somali capital. This Christ-like gesture has positively contributed to the ministries of the SIM, MM, and RCC (Haile and Shenk, 2011).

French Catholic Mission arrived in British Somaliland in 1891 and was expelled in 1910 (Abdullahi, 2011). Swedish Overseas Lutheran Church entered southern Somalia in 1896 and was expelled in 1935 (Abdullahi, 2011). The Roman Catholic Church established its presence in Mogadishu in 1904 and closed its ministry in Somalia in 1991 because of the collapse of Somalia's central government (Abdullahi, 2011). The Mennonite Mission entered southern Somalia in 1953 and was expelled in 1976; the SIM faced the same fate in 1976 after entering the country in 1954 (Abdullahi, 2011). The ministries of these leading organizations have been hampered by different circumstances beyond their control; despite this setback, these giants are still formidable forces in the Somali ministry.

2.2 The 1991 Calamity

The collapse of the Somali government in 1991 ushered in decades of brutal civil war; the Somali state is still trying to recover from the brutal civil war with very limited success, in part, because of the armed radical Islamist group, al-Shabab. While all Somalis have suffered in the lawlessness that came with the civil war, the Somali Christians have paid an enormous prize as they became the target of a Muslim holy war that includes discrimination, dispossession, and killings.

While clan protection in Somalia is still common, persecution of Christians in Somalia mainly occurs outside one's clan turf. For instance, the execution of Professor Haji Mohamed Hussein Ahmed best illustrates this. While Haji is from a dominant clan in northern Somalia, he was martyred outside his clan turf in Mogadishu because of his Christian faith. The most dominant Somali clans are of nomadic background and are known for their combative predispositions. Christians from non-nomadic background clans (artisans, traders, fishers, and farmers, etc) lack significant clan protection and may be killed with impunity by Muslim fanatics and clan-based militias according to the *United Kingdom's Home Office* report (2017). These non-nomadic background Somalis are derogatively referred to as "*looma ooyaan*" which means "no one cries for them," and thus no one seeks revenge for them *as confirmed by Minority Rights International (2015).* The Somali clan protection system with its documented revenge killings is extended to all clan members whether they are saints or sinners according to the Austrian Red Cross report (2009). In the absence of a functioning Somali government, the clan protection system to this day often saves the lives and properties of these from dominant clans regardless of their faith.

To add insult to injury, *Sharia law* was adopted nationwide by the Somali parliament in 2009 as reported by *Global Legal Monitor* (2009). Such a move has made the life of Christians more perilous. Several Western Christians with various faith organizations have been killed in Somalia since 1991, including Sister Leonella Sgorbati, and other religious workers. Other expatriate mission workers martyred for their faith since 1991 include Verena Karer, Annalena Tonelli, Dick and Enid Eyeington, Martin Jutzi, Leonella Sgorbita, Gilford Koech and Andrew Kibet. No wonder that Ruth Myors, a veteran missionary to the Somalis states, "Currently for Christians, Somalia is considered one of the most dangerous countries in the world, second only to North Korea" (Myors, 2016).

Al-Shabab Islamist group has in the past declared that it wants "Somalia free of all Christians" (Myors, 2016). This al-Qaeda affiliated group confiscated farms owned by Somali Christians as documented by VOM Canada (2011); similarly, this Christian advocacy group published in that same year that prominent "moderate" Somali Muslim scholars and preachers publicly advocated for the killing of Somali Christians in press releases. The Somali government's official National Television Network broadcast the anti-Christian *fatwa* press release displaying beyond reasonable doubt its complicity in the murderous *fatwa*. In an earlier *fatwa* in 2003, Sheikh Nur Barud and other members of the *Kulanka Culimada (now Majma'a Culimada)* stated according to *Worthy News* (2003), "All Somali Christians must be killed according to the Islamic law." Sheikh Nur Barud and his Islamist group also threatened Somali Christians in Europe according to Somali Christian TV (2017).

No wonder then that marauding radical Islamists kill Somali Christians with impunity according to the Washington DC-based International Christian Concern (ICC) (2013). Such Christian victims include David Abdulwahab Mohamed Ali whom the ICC (2008) described as the "fourth Christian martyred in Somalia in the last six months"

Conclusion

Since the late 1990's, a denomination from the holiness tradition has mobilized its personnel and resources to take the Gospel to the Somalis in Somalia and in other Somali regions in the Horn of Africa. The missionary endeavor of this denomination has changed the landscape of the Somali ministry by providing theological training to it's mainly Somali ministers, placing resources at their disposal and believing in them. This Somali-led mission effort resulted in dozens of Somali house-churches. The RCC and some Protestant churches and mission organizations are still active in Somalia today. The RCC is mainly focused on the humanitarian needs of the Somali people who are recovering from decades of ruthless civil war. While a very few Protestant denominations and mission organizations are also involved in the relief and development work in Somalia, most are focusing on church planting and discipleship trainings. In summary, the study shows that Somalia has a robust church history of about 140 years. This research also recognizes how effective a Christian ministry becomes when expatriate missionaries and local Christians minister as a team.

While the study above illustrates the little-known church in Somalia, it underscores the dedication of Christian mission workers and the fact that no soil is too hard for the seed of the Gospel. Despite the relentless persecution Christians in Somalia face, there is no evidence it has slowed down the numerical growth of the Somali church. Tertullian may have been right when he said, "The oftener we are mown down by you, the more in number we grow; the blood of Christians is seed" (Roberts and Donaldson, 1997). The belief that persecution stimulates church growth finds basis in the Acts of the Apostles where the church grew after the intense persecution in Jerusalem, a growth that started with Peter's preaching at Pentecost in Acts 2. Jesus has also made it clear in the Gospel of John (12:24) that martyrdom and church growth are related using the example of the grain of wheat that falls to the ground dies to produce much fruit.

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The Role of Media in Covering Peace Operations: A Case of 'Operation Linda Nchi' in Somalia

Authors: Obwogi Cliff Ooga[1], Samuel Siringi[2]
[1]School of Journalism University of Nairobi
P.O Box 404-00208 Nairobi – Kenya
Email: cliffooga@gmail.com

[2]School of Journalism University of Nairobi
P.O Box 30197-00100, Nairobi – Kenya
Email: ssiringi@gmail.com

Abstract

War coverage has for a long time been challenging due to the unpredictable nature of wars. Specifically, reporting has been a challenge since the media relies on a lot on news given out by the combat forces. In the Kenyan scenario, the Kenya Defense Forces were engaging in a maiden international war. Similarly, the Kenyan media were engaging in their first international war coverage. As the only period that can demonstrate how are has been covered by the media, there is need for studies to be conducted on the role played by the media in covering these wars. Therefore, the principal objective of this study was to determine the role of media in covering peace operations in a case of Somalia otherwise dubbed 'Operation Linda Nchi'. This study adopted a descriptive research design. The study used Code sheet Schema for data collection and eventual analysis. The study was confined to a content analysis of two leading newspapers in Kenya, the Daily Nation and The Standard. Key findings from the study indicated that the media relied a lot on news from Government agencies instead of residents and eyewitnesses accounts of the combat in Somalia. The study recommends the need for media houses to train and deploy independent journalists for the sole purpose of gathering news independent of the official Government sources. Further, the study also recommends the need to get facts from the ground of the operation and that much needs to be done in terms of training and equipping journalists to beef up war reporting.
Key Words: *Media, Operation Linda Nchi, Kenya Defence Forces*

1. Introduction

Research literature has amply established that mass media plays a major role in the starting, continuation and termination of any war (UNESCO, 1978). This is why we have to continually assess the performance of the mass media in reporting wars and other crises. Such assessments become even more important when the media are handling a war taking place in a foreign country and in which their home governments are directly or indirectly

involved or interested (Nwosu, 1987). In such situations, as Paraschos and Rutherford (1985) rightly pointed out, the mass media are often accused of presenting a biased and inaccurate picture of a war, costly to civilians and combatants alike.

The media in African countries seem to be the guiltiest of the charge of inadequate interpretation; they tended to depend mainly on the stories from the wire services and failed to supply necessary backgrounds, for instance sending correspondents to Angola (Nwosu, 1987). Harsch and Thomas (1977) in their book-length study of the Angolan war reported that there was an unholy marriage between the American press and their government's Central Intelligence Agency (CIA) – a situation that can bring about pro-government reporting. A research done on how six USA and British newspapers sourced their news while reporting the Angola Civil War indicated that the New York Times' the Guardian, used as much as 90.3% of its total news space or 65.4% of its total number of items for stories supplied to it by foreign or special correspondents. Only 0.8% of its total number of items was local by line stories, 7.2% were wire service stories and 1.7% was from unidentified sources (Nwosu, 1987).

An operation dubbed 'Operation Linda Nchi' in Somalia started on 14th October 2011 and went on until early June 2012 when the Kenyan forces rehated to Amisom. The African Union formally took over command of the operation from the Kenyan forces. An overall command was established and the various troops deployed in Somalia assigned various operation sectors to advance on. The KDF troops were assigned the central and southern sectors of Somalia where the objective was to capture Port South Kismayu which was the main base where the Alshabaab operatives launched their operations from due to its strategic location at the Somalia coastline (Ombati, 2011). There was need to provide information to Kenyans on the progress of the operation in Somalia. This is because, Kenyans wanted to know if their sons and daughters were safe in Somalia- a war torn nation.

The issue of print media coverage of war scenarios has been contentious dating back to the first and second world wars, the cold as well as the Vietnam wars. The coverage of these wars raised more questions than answers. The ways and extent to which these wars were covered have remained issues of critical concern. In Africa, several media houses have covered a number of conflicts in a manner that raises doubts with regard to their coverage. In Kenya, the KDF had never engaged in war prior to 'Operation Linda Nchi' in 2011. As a result, Kenyan journalists too were getting first-hand experience in covering the war in Somalia. The study is therefore important to find out how the key print newspapers, the Nation and standard, covered the operation in Somalia.

The Kenyan media undertook a maiden role of reporting war involving the Kenya Defence Force and the Al-shabaab. Being their first such assignment, challenges were insurmountable including the propensity to have relied on official sources of news to inform the public on 'Operation Linda Nchi'. The study attempts to inform how the

Kenyan media to be specific and in this maiden task covered the war in Somalia. The findings of this research will be used as a basis for future research since it endeavored to fill the knowledge gap brought out in the problem statement. It will also be used by policy makers such as the Ministry of Defense and the Ministry of Information and Communication in making guidelines for change in media institutions and others that shape public opinion with regard to news gathering and reporting. The research will be important to the KDF with regard to developing measures that will endeavor to provide information sought by the media for the interest of the Kenyan citizens. To the general public, the research will give them an insight towards the nature of the news reporting and gathering with regard to how it was done in Somalia. The research will also aid media players in formulating policies to guide regulation of reporting during war times.

Media as a tool is very crucial in any society. It influences the society- either positively or negatively. In this case, media will be used to give detailed account to the society and public at large who are eager to know the events taking place in Somalia. As the information is given to the public, they will take it with much ease and no doubts. This is dangerous especially if the information is not factual and just based on 'hear- say'. Intervening variable include the Military which often employs propaganda, censorship, military politics among other strategies to try and weaken their enemies as well as give morale to their troops and Kenyans who are closely following the events. The principal objective of this study was to determine the manner and extent to which print media covered the Kenya Defence Forces incursion on Somalia, otherwise dubbed 'Operation Linda Nchi'.

2. Methodology

This study used the descriptive design. Nachimias and Nachimias (2007) notes that descriptive design is achieved through studies designed to generate data and information that describe current status of organizational programmes or projects for example current trends, performance, relationships and practices that exist in relation to the phenomenon under study. This design was appropriate for this study since it captures a diverse range of information pertaining the trends and characteristics we see in media, the military and the general audience.

Three expert members of the Kenya Defense Forces were interviewed using interview schedule. Their experience, age, religion, occupation and gender were recorded. The key informant information given was analyzed against a thematic criteria developed. The interviews were crucial since they helped the researcher understand how media relied heavily on information from the government officials rather than locals or eye witness accounts. This was so because of the volatile nature of the operation Linda Nchi which could not allow journalists venture into the active combat zones to collect news for fear of being targeted by Al-Shaabab.

A total of 180 newspapers were collected spanning 3 months (from 1st October 2011 to 31st December 2011 a period of 90 days) of both the Daily Nation publication and the standard.

Purposive sampling was then used to select specific news articles for study. A total of 269 articles were obtained as the sample.

Table 1

Article distributed this month

The Standard			The Daily Nation		
October	November	December	October	November	December
43	64	19	49	74	20
Totals: 126	Totals: 143				
Grand Total: 269					

Data was collected through interview schedules and a developed code sheet. The researcher evaluated and coded the information from both the Daily Nation and the Standard print newspapers with the exact same criteria and using the same code sheet achieved a comparison platform. The schema was used to code the evaluation parameters between both the standard and the nation newspapers. The articles were considered separately each day and assigned a category based on structural differences.

Table 2

Distribution of content sources

Name of the newspaper	e.g. The Standard, The Daily Nation
Story Types	e.g. News, Editorial
Journalistic Sources	e.g. Eyewitnesses, Military Sources
Geographic Location	e.g. Kenya, Somalia
Story Placement or Positioning	e.g. Headline, Back Page story
Photography	e.g. Photo, No Photo
Subject Categories	e.g. Actual War, Arms Supply

In this study, qualitative data was collected through content analysis. Three expert members of the Kenya Defence Forces were interviewed using interview schedule. The University of Nairobi's Jomo Kenyatta Memorial Library was the source of study materials that is the secondary sources (books, magazines, journals and newspapers). The DEFSHE and IPSTC- Karen Libraries as well as the DSC- Karen Library were instrumental while conducting the study. The study embodied literature reviews and case studies. Expert interviews were also conducted in the barracks where a few military members who

participated in the operation were interviewed to get to understand their views on the media coverage.

This study employed content analysis- newspaper accounts which were analysed. An in depth analysis of the two leading newspapers (The Daily Nation and the Standard Newspaper) was done. A comparative study between the Daily Nation and the Standard newspapers was also done. A code sheet schema was developed where the selected variables between the Standard and the Daily Nation were recorded. The data obtained from this study was analyzed quantitatively and qualitatively and presented in form of charts and graphs as well as descriptive narratives.

In this study, the researcher used mixed (qualitative and quantitative) approaches of data analysis to provide the researcher with an ideal method needed for descriptive explanation. The Excel Programme was used in analyzing quantitative data. The method assisted the researcher to establish the status of the problem under investigation. Both qualitative and quantitative methods were used to analyze and generate findings which helped in making comparison while qualitative data, statistical summaries were used to communicate the nature of the information. The analyzed information was presented inform of diagrams, percentages, charts, graphs, tables and descriptive narratives.

3. Results

3.1 Socio-demographic Characteristics

Three expert members of the Kenya Defense Forces were interviewed using interview schedule. The following are the demographic Characteristics of the three expert respondents interviewed in Somalia:

Table 3
Demographic information of the respondents

	Demographic Factor	Respondent 1	Respondent 2	Respondent 3
1.	Age	50 Years	54 Years	38 Years
2.	Gender	Male	Male	Male
3.	Level of Education	Graduate	Graduate	Graduate
4.	Religion	Christian	Christian	Christian
5.	Occupation	Military Officer	Retired Mil. Officer	Military Officer

Two of the Key Informants (KI) was of the age of fifty years and above while one of them was of the age of 38 years. Regarding the gender, all of the key informants who took part in the study were male. With their educational level, all of the KI were graduates. About their religion background, all of them were Christians while regarding their occupation, two of the KI were military officers, while only one was a retired military officer.

3.2 The Role of Media in Covering Peace Operations

3.2.1 Sourcing for News

The study sought to establish how the media acquires the news it publishes. Both interviews and Newspaper publications were analyzed and the data generated reflects the source of news that media published. A lot of news published was as a result of Government officials who include the police, military. The Daily Nation emerged as the Daily which relied to some extent on journalist own views. Eye witness accounts were deemed to be limited as a result of fear to go to the active combat field to collect news from locals.
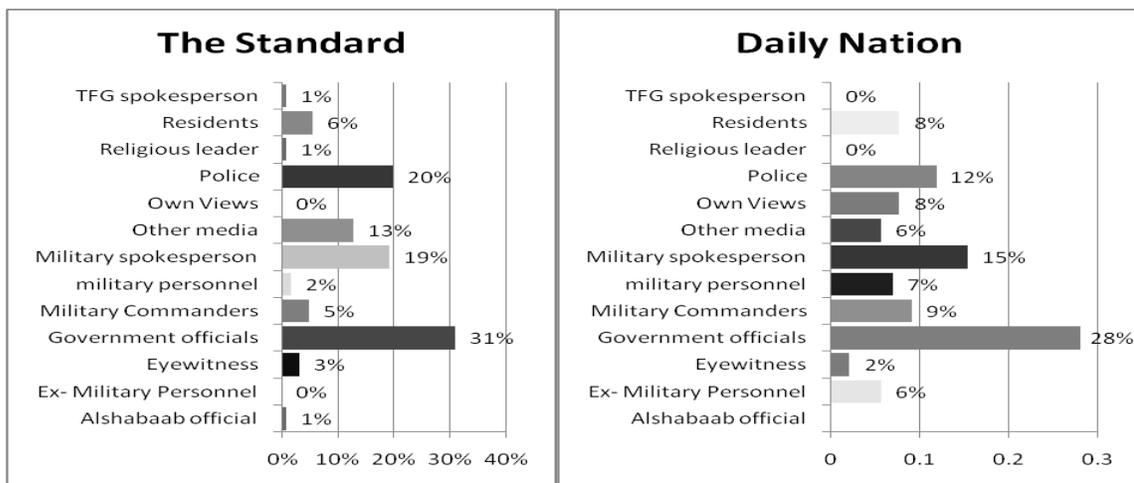
Figure 1: News Sources

As evident in Figure 3.1 above, the media relied heavily on government officials, the military and the police as their main sources of news. It was established that 77% of the news sources were from the government agencies that is the government officials, the military and the police. The military contributed 26% of the news. The Daily Nation in this case relied substantially on government agencies for information. Up to 73% of news originated from government officials, the military and the police. Only 8% of news items were from the local people of Somalia. Comparatively, the Standard Newspaper relied more on Government news sources compared to the Daily Nation as evident in Figure 3.1

3.3 Strategies the Media used in covering the Operation

The study sought to establish how media covered the operation 'Linda Nchi'. A Content analysis of the Newspapers by both the Daily Nation and the Standard was done thus yielding the data. Various themes were developed to analyse the three respondents' interviews. Various forms of how news were employed were analysed which included:

media used editorials, news features, letters to the editor and news formats to drive home the message on the war which was being waged in Somalia.

Format of news stories analysed

	Editorial	Feature	feature	letter	news
Daily Nation	4%	13%	0%	1%	82%
The Standard			4%	0%	96%
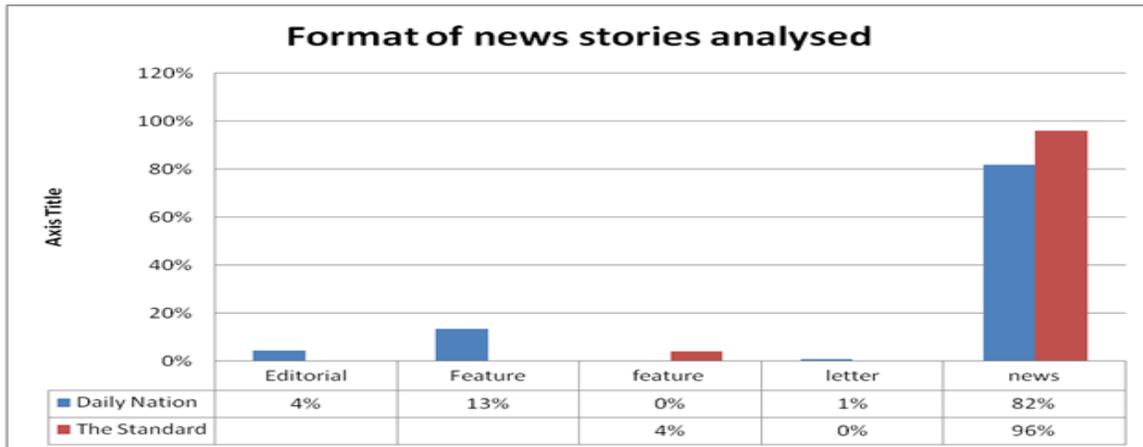
Figure 2: News format (n=269)

As indicated in Figure 3.2, it is clear that the *standard* newspaper covered the operation mainly in the form of news items (96%). This shows the prominence which this newspaper apportioned towards this operation. This was meant to keep the audience abreast with the news with regard to the war front. However, little was done to provide in depth interpretation of the events in the war front.

The Daily Nation too apportioned most of its reporting of the war to news items (82%). The Daily Nation devoted a bit of its time in trying to interpret news on the war in the form of editorial and feature stories. However, compared to the Standard, the Daily Nation gave less news coverage on the war compared to the Standard Newspaper as evident in Figure 3.2 above.

As illustrated in the chart below, it was found out that, the media presented various themes about the war in Somalia. The news handled a variety of subjects from diverse view points. There are those articles which discussed extensively on the actual war others did consider the aspect of arms supplies to Somalia among other themes. These themes in one way or the other did set the agenda for the war.
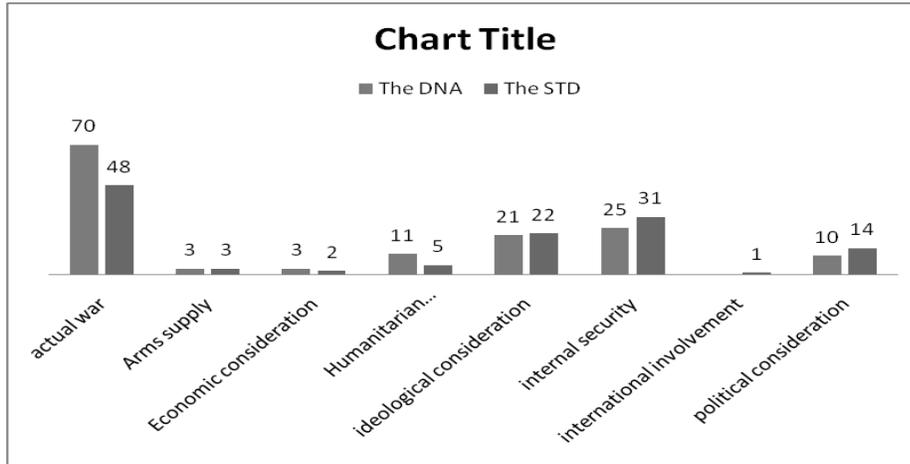
Figure 3: Themes in the News Stories

The actual war narrations of the occurrences during the war were majorly covered in the news articles analyzed. 118 of the articles analyzed reported on the actual war with the Daily Nation covering more on the actual war (70 articles). On Ideological and humanitarian considerations, the Daily Nation had 32 articles compared to the Standards' 27 articles (Figure 3.3).

3.4 Influence Kenyans in Supporting War Initiatives in Somalia

The study sought to establish how the media influenced Kenyans to support the war initiatives in Somalia. In analysing this, the influence was examined on how it positively or negatively influenced Kenyans.
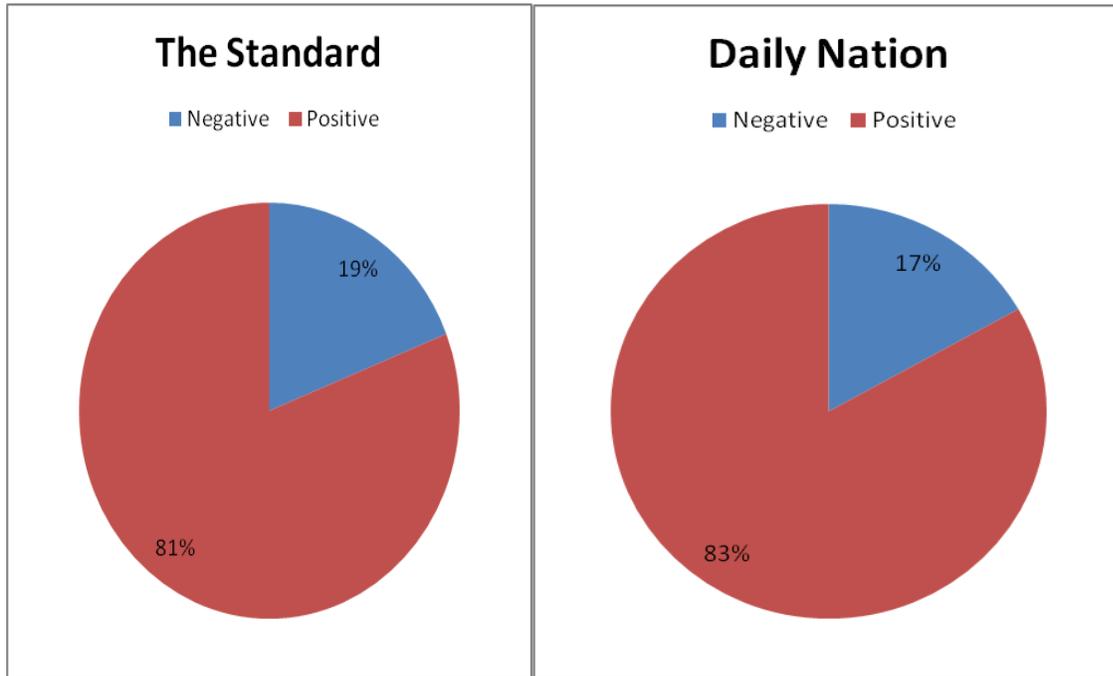
Figure 4: Directionality

From figure 3.4 above it is evident that most messages dwelt on the positive side of the war 81% and 83% for the STD and the DNA respectively. Negative stories accounted for only 19% for the STD and 17% for the DNA respectively. The positive stories narrated on how the war was taking a successful trend, how the KDF troops were triumphing over the Alshaabab and the importance of fighting the war. While the negative ones were reporting contrary to that.

4. Discussion

Findings show that the media relied heavily on government officials, the military and the police as their main sources of news. It was established that 77% of the news sources were from the government agencies that is the government officials, the military and the police. The military contributed 26% of the news. This aligns with studies by Harsch and Thomas 1977 whereby in their book-length study of the Angolan war reported that there was an unholy marriage between the American press and their government's Central Intelligence Agency (CIA) – a situation that brought about pro-government reporting. If the media relies so much on government officials for the source of their news, then the media risks presenting pro-government news.

Results from the study show that118 of the articles analyzed reported on the actual war with the Daily Nation covering more on the actual war (70 articles). On Ideological and humanitarian considerations, the Daily Nation had 32 articles compared to the Standards' 27 articles. This corresponds with a research done on how six USA and British newspapers sourced their news

while reporting the Angola Civil War indicated that the New York Times' the Guardian, used as much as 90.3% of its total news space or 65.4% of its total number of items for stories supplied to it by foreign or special correspondents. Only 0.8% of its total number of items was local by line stories, 7.2% were wire service stories and 1.7% was from unidentified sources (Nwosu, 1987).

From the results on influence, the study established that it is evident that most messages dwelt on the positive side of the war 81% and 83% for the STD and the DNA respectively. Negative stories accounted for only 19% for the STD and 17% for the DNA respectively. The positive stories narrated on how the war was taking a successful trend, how the KDF troops were triumphing over the Alshaabab and the importance of fighting the war. While the negative ones were reporting contrary to that. This agrees with research by Paraschos and Rutherford 1985 who rightly pointed out that the mass media are often times accused of presenting a biased and inaccurate picture of a war which gets costly to civilians and combatants alike.

The media, by presenting largely positive news about the war in the form of steady progress by KDF against the Al-Shaabab, yet there were immense challenges in form of resistance by the militia, did present an inaccurate picture of events taking place at the battlefield. This was the same case where the American media kept on presenting positive news about the war in Vietnam while on the battlefield there were immense casualties suffered by the American forces. The media had sought to influence the Americans towards thinking positively about the war in Vietnam only to come to realization later that America had suffered immensely in the war in terms of human and materiel casualties.

5. Conclusion

From the literature review done, it is clear that the relationship between the military and the media has never been friendly. It is riddled with mistrust, suspicion and dishonesty. As the military strives to provide information that it deems right to give out, the media wants to dig more into it. This strains the relationship of the two institutions. Hence the military practices gatekeeping of information given out to the media. The media keeps on agitating for the information that they feel they need from the media. They set the agenda in the public domain to try and rally support to push for the information they want.

Therefore if such is the kind of a relationship that there exists, then it is rather inconceivable on how to expect the media to be fully furnished with war events as they fully unfold. It is important for the media to devise ways and means of getting access to information without relying on Government officers and agents since they can only get news which promote the government agenda.

It is evident that the media relied heavily on government agencies for news as illustrated in the previous chapter. The government officials, the military and the police were the main sources of information on the war. By the fact that these agencies censor information before giving it out to the media, it is possible that the information that was being divulged was that one which these agencies thought was palatable to them and not necessary exactly what transpired in the battlefield. Having relied heavily on news easily made available to them, it was possible that the media was at some point fed on propaganda which was being traded by the KDF and Alshabaab. The media devoted a lot of time towards influencing Kenyans to believe in the resolve of undertaking the war. This was evident from how they devoted a lot of front news pages and photos to make the public believe that the war was going to be short and the KDF troops were on the top of the situation. The media neither showed the audience any resistance faced by the Kenyan troops nor the causalities suffered by the KDF as purported by Alshabaab.

The research found out that most news were done and reported from Kenya, little was done from Somalia which raise the issues of credibility of the news that were presented to the public. The media was embedded with the fighting troops and so opted to remain in the tactical centres rather than find out what was going on in the live combat areas. This might have allowed the thriving of propaganda at the war front.

The research also found out that, as the media played the role of agenda setting, the military played the role of a gatekeeper. The media really needed information to satisfy the needs and wants of their audiences while on the other hand, the military kept on insisting on responsible journalism. This shows that the military was ready to give out information that did not bear on their operational integrity which could portray them in a bad light. The military did not want information that could turn the hearts and minds of the Kenyans against them.

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An Assessment of Guidance and Counseling Teachers' Preparedness in Offering Effective Services in Public Primary Schools in Kikuyu Sub County, Kenya

Authors: Stella Nkatha Kebongo, Boniface Njuguna Mwangi
Email: bkahuthu@gmail.com

Abstract

The current problems facing the Kenyan pupil require Guidance and Counseling (G&C) teachers to be knowledgeable about psychological and behavioral interventions, both at the preventive and responsive levels. Despite the fact that Kikuyu Sub County public primary schools record high incidences of pupils' absenteeism, alcohol and drugs abuse, psychosocial and teenage sexuality issues, G&C activities are very minimal. The main purpose of this study was to assess the G&C teachers' preparedness to offer effective services in public primary schools in Kikuyu Sub County, Kiambu County, Kenya. Descriptive survey design was adopted. The study target population comprised of 31 G&C teachers, 439 teachers and 31 head teachers from 31 public primary schools. All the 31 G&C teachers were sampled through census technique, 93 class teachers through purposive sampling and nine head teachers were sampled through simple random sampling. Data was collected through G&C teachers' questionnaires, class teachers' questionnaires, and head teachers interview guide. Quantitative data was analyzed by the help of Statistical Package for Social Sciences (SPSS) and summarized in frequencies, percentages, bar charts and inferential statistics (chi square). The study found that though there was a high need for guidance and counselling in psychosocial and sexuality issues. Most of G&C teachers had no formal training in counselling, had high work load and no programme structure. Almost all the schools had no essential resources such G&C office and vital reference books. In addition the support from stakeholders was wanting. It was recommended that the government should recognize school counseling as a profession in its own right, harmonize the training of G&C teachers to have a common curriculum and accreditation body, and come up with a unified ethical code for school counsellors. All stakeholders such as the county government, national government and parents should view G&C as an essential component in education and not as an auxiliary and as such fund the programmes.

Key Words: Guidance and counseling services, Guidance and counseling teachers, Guidance and Counseling teachers' preparedness

I. Introduction

The concept of developmental guidance was conceived in early 20th century in USA. From its inception through the 1950s, the focal point of guidance in a school setting was vocational education and training. Heavily influenced by the industrial revolution and world war, the concern of counselors and teachers alike was to prepare students for life after high school (Muro & Kottman, 1995) as cited in Toto (2014). From a guidance perspective specifically, that meant steering students to careers that best fit their abilities and goals. During the Great Depression in the 1930s the need for assessment of worker abilities and aptitudes became paramount as well as helping the jobless masses to cope with personal issues (Myrick, 1997). In the 1930s through to World War II psychologists continued with research to develop some theories to explain and solve the various psychosocial problems. However, the influence of Carl Rogers and humanistic

theory made the biggest impact on school counseling in the years after WWII (Romano, Goh &Wahl, 2005).

Developmental guidance gradually grew through 1950s to incorporate the molding of students' attitudes and behaviors. This growth was given more impetus by the students' unrests and indiscipline in America and Europe in late 1960s and early 1970s. The increased freedom of choice in general public as well as students during that time, culminated to many students grappling with not only conflicts arising from personal problems of a general nature, but specific problems regarding their new attitudes towards sexuality, drugs and other social issues of similar magnitude. It was thus inevitable for Guidance and counselling to grow in order to counteract the situation (Oyieyo, 2012). In its contemporary state, guidance has grown to include counseling, planning, placement, referral, consultation and advocacy (Martin & Robinson, 2011).

Toto (2014) observes that guidance and counseling was formally introduced in Kenyan schools in 1971 to cater for students' social, personal, psychological, educational as well as vocational issues. Prior to 1971, Guidance and Counseling services in schools mainly concentrated on career guidance. The introduction of Guidance and counseling in schools was followed by publishing of a Guidance Councilors' Handbook in 1977 (revised, 2009), a Careers Guide Book for Schools in the year 1999 (revised 2007) and a directive that each school establish a department that deals with Guidance and Counseling (G&C) services (MOE, 2007, 2009).

The need for effective G&C programmes in schools became even more urgent after the use of corporal punishment in schools was banned under legal notice 56/2001 (Republic of Kenya, 2001a) and instead teachers were directed to use other corrective measures where G&C was to take the centre stage. This ban nullified the legal Notice No. 40 of 1972, which had established the use of corporal punishment. The ban of corporal punishment was in line to United Nations Human Rights Universal Declaration (1948). The ban was further affirmed by Children's Act (2001), Kenya Constitution (2010) and Kenya Education Act 2013, in which the rights of students or any other person against any form of torture and persecution are emphasized (Republic of Kenya, 2001b, 2010, 2013).

In cognition of the importance of G&C in schools the MOE through the Teachers Service Commission (TSC) and Education Standards and Quality Assurance Council (ESQAC) have embarked on professional development of school counselors through seminars and workshops. However, recent studies reveal varied results in regard to effectiveness of G&C programmes in schools. Owino and Odera (2014) conducted a study aimed at finding the constraints affecting attitude of teachers towards practicing guidance and counselling in primary schools in Kisumu west Sub County. Among other things it was found that most teachers were not trained in G&C, teachers were overloaded with work in schools that left them exhausted to practice G&C, there was little time for teachers to practice G&C in schools, there were in adequate facilities/resources for G&C in schools, and above all parents were not willing to support teachers in Guiding and counseling of their children when required.

Most of the pupils in Kenya education system are sexually active before they finish their primary course (Kalinga, 2010) and it is therefore, unfortunate that most studies and efforts to assist the

adolescents cope with changes at puberty stage are most often directed to secondary school level students. Thus, not only do primary school pupils deal with pressing academic issues but also struggle with their own maturational body changes. In addition, they are bombarded with confusing inconsistency among adult views and media information. Lai-Yeung (2014) advances that teenagers need to get the best possible preparation to enable them to cope well with their sexual development and to avoid the most obvious pitfalls.

In Kenya, the primary school curriculum exposes learners to gradual knowledge on sexuality through subjects such as science and religious studies. Also through social media, peers and parents, pupils get a lot of information on sexuality. However, unguided exposure to sources of sexual education such as mass media, peer, relatives, among others leads to irresponsible sexual behaviour such as pre-marital sex and multiple sex partners, which consequently lead to Sexually Transmitted Infections (STIs) and unwanted pregnancies (Kalinga, 2010). On the other hand, a well-guided and directed education is expected to lead to desired sexual perception and behaviour such as responsible friendship, avoiding premarital sex, abstinence among others. It is therefore critical for G&C teacher to supplement what the pupil learn in class and intervene to correct misinformation from different sources of sexual education if the desired behaviour is to be achieved. In addition, an effective G&C programme should offer guidance on some controversial topics such as premarital sex, contraception, sexually transmitted diseases (STDs), abortion, masturbation, prostitution, homosexuality, and rape.

The current study focused on Kikuyu Sub County which borders Nairobi County. According to Kikuyu Sub County Education Officer (SCEO), Kikuyu Sub County as an extension of Nairobi city, is not only becoming a cosmopolitan rapidly but also bearing the brunt of social evils such as substance abuse, prostitution, teenage indulgence in premarital sex and same sex relationships. In such an environment pupils are bound to have issues ranging from simple to complicated ones in which friends, parents, and teachers who are considered as lay helpers will offer little or no help. A school counselor who is equipped with professional training, theory, and ethical standards in counseling will be of great assistance. The current study sought to assess the G&C teachers' preparedness in offering effective services in public primary schools in Kikuyu sub county, Kiambu County, with a view of bringing to the fore the areas that need intervention.

2. Methodology

The study employed descriptive survey research design. Kothari (2009) explains that descriptive surveys in social sciences aim at fact-finding of the state of affairs as they exist at present by collecting, collating and analyzing available evidence in order to make informed inferences. Further, descriptive survey design is useful in the collection of original data from a population that is too large to observe directly. The design was appropriate since the study aimed at assessing the G&C teachers' preparedness in offering effective services to learners by examining the conditions already in existence such as teachers' competency, professional development, experience, teaching load and self-efficacy in guidance and counseling. The study was conducted in Kikuyu Sub County, Kiambu County, Kenya. Being adjacent to the metropolitan Nairobi County, Kikuyu Sub County is fast transforming from a predominantly one ethnic group hub to a cosmopolitan hosting people from varied ethnic, cultural and economic backgrounds. According

to Kikuyu Sub County Education officer, the cultural diversity accompanied by different religious beliefs has made school guidance and counseling an intricate affair (MOEST, 2017). It calls for a paradigm shift from the traditional approach to a more liberalized approach geared to accommodate the learners' diversity.

The study targeted all the schools 31 teachers in charge of G&C programmes, 439 teachers and 31 head teachers from the 31 public primary schools in Kikuyu Sub County. G&C teacher is entrusted in running the G&C programme in the school and thus was a key respondent in the current study. Apart from G&C teachers, class teachers are also mostly involved in pupils' issues at class level and thus were considered key respondents in the study. Head teachers being the school managers, have the responsibility of overseeing implementation of G&C programmes and accord the G&C teacher the necessary support. Through census sampling technique, all the 31 G&C teachers were selected for the study. Gay, Mills and Airasian (2009) postulate that 10% to 30% of the population is sufficient for reliable findings. The researcher sampled 21% of the remaining 439 teachers to get 93 teachers. From each of the 31 schools, three teachers were selected. Class teachers of class 6,7 and 8 were purposefully selected since they deal with pupils at a stage where they are highly likely to encounter conflicting issues in regard to their academic work, sexuality and psychosocial. Further, 30% of the 31 head teachers were sampled to be interviewed. Thus, nine head teachers were selected through simple random sampling to take part in the study. Data were collected through the G&C teachers' questionnaire, class teachers' questionnaire and head teachers' interview schedule. All the respondents were assured of anonymity and had liberty to withdraw from the study.

3. Results

All the head teachers were available for interview, 30 G&C teachers filled and returned the questionnaires while 78 class teachers filled and returned their questionnaires. The study found that 20 G&C teachers constituting 66.7% were female. Similarly, female class teachers (60.3%) were more than male teachers (39.7%). This implied that public primary schools in Kikuyu Sub County were dominated by female teachers. It was however, established that most schools had a particular male or a female teacher who was supposed to be consulted in case a pupil was not comfortable in sharing some issues with the school G&C teacher. Most of the sampled head teachers were male (77.8%) indicating that the headship appointment was yet to attain gender parity.

3.1 Teachers' Highest Level of Professional Training

The study also sought to establish teachers and head teachers' highest level of professional training. Most of educational programmes in Kenya have a unit on school administration and guidance and counselling of students. Thus, the more programmes one has undergone through the more exposure to these courses and the more likely to handle guidance and counselling issues. Table 1 shows the findings.

Table 1

Respondents Highest level of Professional Training

Highest level of Professional Training	Category					
	G/C Teachers		Class Teachers		Head Teachers	
	F	%	f	%	f	%
P1 Certificate	21	70.0	43	55.1	4	44.4
Diploma	4	13.3	14	17.9	2	22.2
Bachelor's Degree	4	13.3	16	20.5	2	22.2
Post graduate	1	3.3	5	6.4	1	11.1
Total	30	100.0	78	100.0	9	100.0

As shown in Table 1, all respondents were professionally trained. However, most of the G&C teachers (70.0%), class teachers (55.1%) and head teachers (44.4%) were P1 holders. This implied most of G&C teachers required in service training in order to be more competent in their work. Nonetheless, some teachers had advanced to diploma, bachelor's degree and post graduate level.

3.2 Respondents Teaching Experience

The study also sought to establish teachers and head teachers teaching experience. Figure 1 shows the distribution of teaching experience.
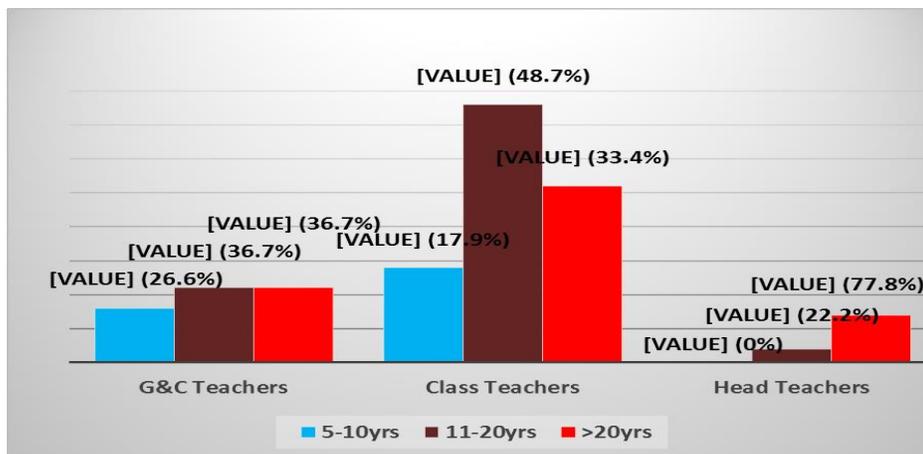
Figure 1: Teaching Experience of the Respondents

As evident in Figure 1, most of the G&C teachers (73.4%) and class teachers (82.1%) had an experience of over 10 years in teaching. Further, almost all head teachers had an experience of over 20 years. This implied that most of the teaching personnel in Kikuyu sub County public primary schools had a long experience and could tap into their rich experience to fast track some common guidance and counseling issues in their schools.

3.3 Guidance and Counselling Teachers' Experience as a Counsellor

An employee prowess is greatly enhanced through experience. Thus, the study sought the teacher counselor's experience as a counselor. Figure 2 depicts the findings.
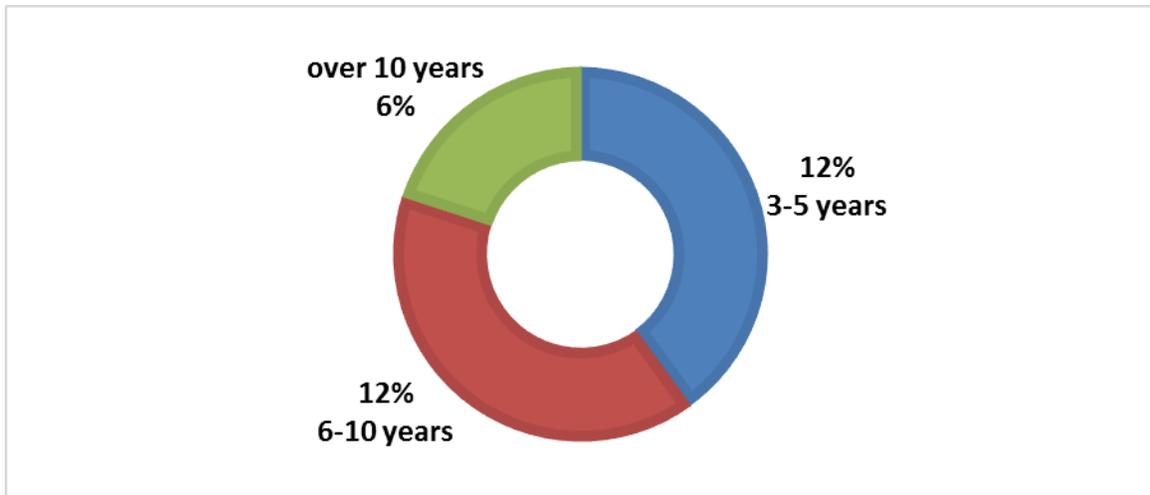
*Figure 2***:** G&C Teachers Experience as Counsellors

It was evident from Figure 2 that most of the G&C teachers (80%) had a long experience of six years and above. However, long experience without the appropriate skills and knowledge in guidance and counseling may not enable one to offer effective services.

3.4 Training in Guidance and Counselling

The second item in this section required the G&C teacher to indicate whether they were formally trained or not. The results showed that 60.0 % of teachers' counsellors indicated that they had been trained while 40.0 % of counsellors had no formal training. The trained teacher counsellors were further required to indicate the level of formal training received. Figure 3 depicts the findings.
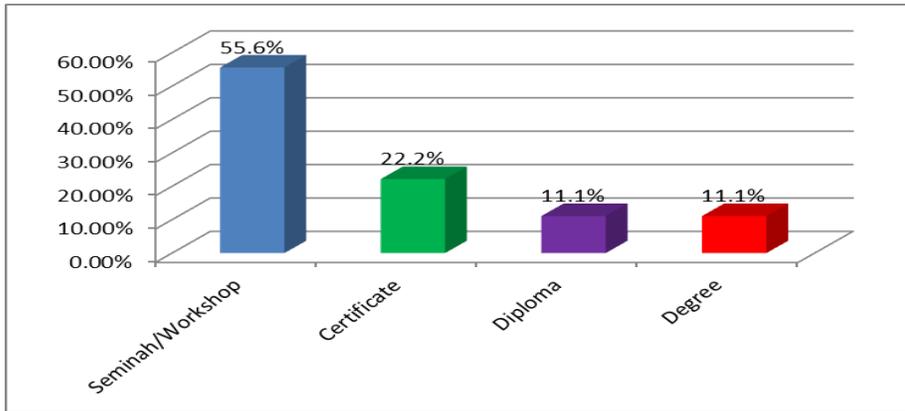
Figure 3: Levels to which G&C teachers have been trained

As evident from Figure 3, most of the teacher counselors (55.6%) who indicated that they had been trained got their skills through seminars and workshops. Four teachers constituting 22.2% had a certificate in guidance and counseling, 11.1 % of teachers had a diploma while 11.1 % of teachers had a degree in education with a concentration in guidance and counseling. Thus, only 43.4 % of teachers had formally undergone through content matter and examinations in guidance and counseling.

3.5 Frequency of Guidance and Counselling In-service Attendance
In order to keep abreast with the dynamic field of guidance and counseling, it is imperative for the G&C teacher to attend workshops and seminars organized by government and NGOs. The study sought to establish the number of INSETS the G&C teacher had attended in the last two years. Figure 4 shows the teachers response.
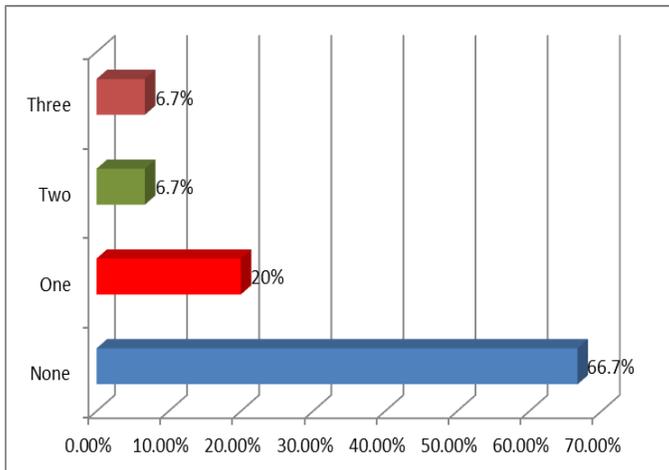
Figure 4: Frequency of guidance and counseling inset attendance

Figure 4 show that most of the G&C teachers (66.7%) did not attend INSET on guidance and counseling in the last two years. Lack of INSET for two years is a long duration with

possible negative implications. Teachers fail to benefit from the research evidence based strategies in dealing with pupils issues in psychosocial, academic and sexuality. Thus, though some G&C teachers had undergone formal professional training, they were deficient in updated information and hence not well prepared to deliver effective G&C services to their clients.

3.6 Mode of Appointing Teacher Counsellors

A clear job description and role identity can have a great influence a person's output. Additionally, the mode of appointment and the appointing authority can determine the office bearer commitment and self-initiative. In view of that, the study sought to establish how the appointment of teacher counsellors was done in Kikuyu Sub County public primary schools. Table 2 shows the various ways in which G&C teachers were appointed.

Table 2
Mode of Appointing Teacher Counsellors

	Frequency	Percent
Letter of appointment by school head	4	13.3
Verbal appointment by school head	19	63.3
Proposal by other staff members	2	6.7
Offered self as a volunteer	5	16.7
Total	30	100

Table 2 shows that majority of G&C teachers (63.3%) indicated that they were appointed by their head teachers verbally while four teachers (13.3%) were appointed through a head teacher's letter. Teachers who volunteered themselves constituted 16.7 % while only 6.7 % were proposed by other staff members. It was noteworthy that there was no teacher counsellor appointed by the TSC. Lack of official appointment, job description and role identity are known to hamper guidance and counselling teachers' self-efficacy and work output.

3.7 Guidance and Counselling Teachers' Teaching Load

In order for the G&C teacher to meet the demands of the assigned role, additional duties should be assigned with precaution. The teacher counsellor needs time for group and individual counselling, preparation time and time to review different cases before the forthcoming individual sessions. The current study therefore, sought to establish the teaching load of G&C teachers in public primary schools in Kikuyu Sub County. Figure 5 shows the G&C teachers response on their teaching load.
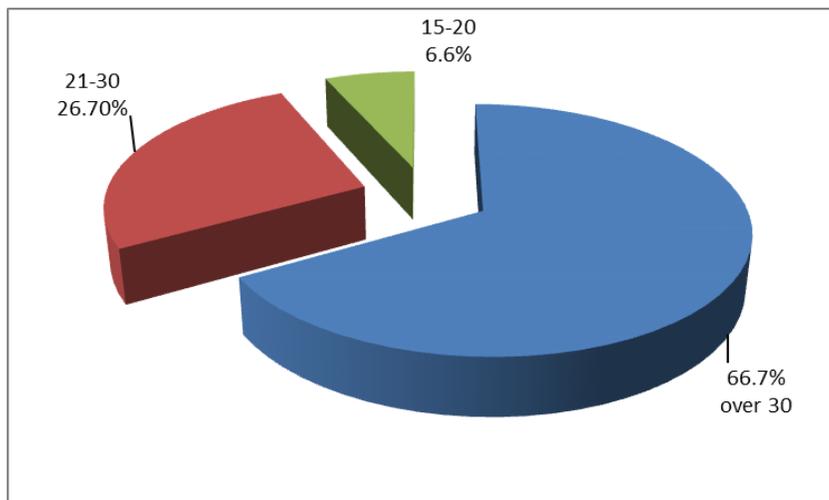
Figure 5: Guidance and Counselling Teacher Work Load

As evident in Figure 5, most of the G&C teachers were teaching over 30 lessons per week and over six lessons per day. This implied that most of the G&C teachers were exhausted by the end of the day to be effective in guidance and counselling. The teaching load allocated should be informed by several factors including the school population, the number of assistants and the prevalence of G&C caseload. The G&C teachers' heavy work load was further aggravated by the fact that most schools had a population of 600 pupils and above. However, the study also established that in some schools, there existed a fully-fledged counselling departments manned by several teachers from both genders.

G&C Teacher Competence and Preparedness in Various Issues-Self Rating

In order to establish the G&C teachers' self-efficacy their preparedness and competence in guiding and counselling pupils in various issues that pupils encounter, teachers were required to rate themselves on a scale of 1(below average) to 5(excellent). Table 3 depicts the results.

Table 3

G&C Teachers' Self Rating on various Issues encountered by Pupils

Guidance and Counselling Issues	G&C Teachers' Self Rating							
	Excellent		Good		Average		Below Average	
	f	%	f	%	f	%	f	%
Academic	-	-	22	73.3	8	26.7	-	-
Social interactions	-	-	16	53.3	14	46.7	-	-
Pupil/parent relationship	-	-	12	40.0	18	60.0	-	-
Adhering to school rules	8	26.7	16	53.3	6	20.0	-	-
Career	-	-	13	43.3	17	56.7	-	-
Boy/girl sexual relationship	6	20.0	18	60.0	6	20.0	-	-
Homosexuality	-	-	-	-	16	53.3	14	46.7
Masturbation	-	-	-	-	18	60.0	12	40.0
Alcohol and drug abuse	-	-	3	10.0	16	53.3	11	36.7
Suicidal tendencies	-	-	-	-	11	36.7	19	63.3
Trauma and shock	-	-	-	-	12	40.0	18	60.0
Grief and loss	-	-	-	-	25	83.3	5	16.7

Table 3 shows that only a few teachers rated themselves as excellent and only in adhering to school rules (26.7%) and boy/girl relationship (20.0%). Further, all the G&C teachers rated themselves as either good or average in academic, social interactions, pupil/parent relationships, and career. However, G&C rated themselves as either average or below average in homosexuality, masturbation, alcohol and drug abuse, suicidal tendencies, trauma and shock, and grief and loss. This implied that G&C teachers have low efficacy in a number of pertinent issues that are potential issues among the school going youth in Kikuyu Sub County.

In an open ended item where teachers were requested to comment on the areas they felt they were least competent to handle, the comments were varied. Most of teachers indicated that they felt inadequate to handle those issues and they could only be tackled by experts in those fields. It is through teachers' affiliation to professional bodies that can give them a chance of acquiring specialized knowledge on areas such as alcohol and substance abuse, trauma, shock, grief, aberrant sexual behaviours and others. Unfortunately, all except two (6.5 %) G&C teachers in Kikuyu Sub County indicated that they were not affiliated to any counselling body.

3.9 Extent to which G&C was needed to Handle Various Issues

Having established G&C teachers' efficacy in tackling pupils various issues, the study further sought to establish the extent to which guidance and counselling services were needed in areas such as discipline, academic, sexuality and others. In doing so, the researcher established the mismatch between the need and what the teachers could effectively handle. In addition, G&C teachers' responses and class teachers' responses on the same issues were subjected to Chi-

square test (χ^2 test) of independence to determine whether there was a significant relationship. Table 4 shows the outcome of the analysis.

Table 4:
Rating of G&C Services Need in Various Pupils' Issues

G&C Issues	Very high need		High need		Moderate need		χ^2 O	χ^2 C	Comment
	GT	CT	GT	CT	GT	CT			
	f	f	f	f	f	f			
Academic	5	10	15	60	10	8	9.39	5.99	Significantly related
Vocational	5	11	6	11	19	56	10.71	5.99	Significantly related
Discipline	15	12	10	13	5	53	4.89	5.99	No relationship
Psychosocial	7	18	16	15	6	55	4.72	5.99	No relationship
Alcohol & substance abuse	6	11	8	16	16	51	9.85	5.99	Significantly related
sexuality	18	11	6	11	6	56	4.47	5.99	No relationship

df = 2, α = 0.05, n for G&C teachers = 30, n for class teachers = 78
Key: GT-Guidance and Counselling Teacher, CT-Class Teacher, χ^2 O (Observed or Calculated chi square value), χ^2 C (Critical chi square value), df = degrees of freedom

From Table 4, it was evident that 15 (50%) G&C teachers and 60 (76.9%) class teachers indicated that there was a high need for guidance and counselling in academic. This need could well be catered for by G&C teachers since as earlier noted in Table 4, 73.3% of them perceived their capability as good. The corresponding observed chi-square value was 9.39 which was greater than the critical value (5.99) showing that G&C teachers and class teachers' views on the pupils' G&C needs in academic work in public primary schools in Kikuyu Sub County concurred. Likewise, there was a concurrence in views regarding the extent to which guidance

and counselling was needed in vocational issues. Majority of class teachers (63.3%) and G&C teachers (71.8%) felt that there was a moderate need for guidance and counselling in vocational issues (χ^2 O > χ^2 C). While most of G&C teachers indicated that there was a 'very high need' (50%) and others 33.3% 'high need' for guidance and counselling in discipline issues, 68% of class teachers felt that the need was only 'moderate'. The resulting χ^2 O was less than χ^2 C showing that the two categories of respondents had different views. Similarly, while most of the class teachers indicated a moderate need for guidance and counselling in psychosocial issues, most of G&C teachers felt that there was a high need. It was possible that, as G&C teachers handled the pupils' issues in discipline and psychosocial issues, they were able to fathom the magnitude of these issues among learners better than class teachers hence the discrepancy in their rating. The need for guidance and counselling in regard to alcohol and substance abuse was rated as moderate by both category of respondents. The observed chi square value showed that the views of G&C teachers and class teachers were significantly related.

Over 70% of class teachers indicated that there was a moderate need for guidance and counselling in pupils' sexuality issues while 60% of G&C teachers felt that there was a very high need. The disparity in their opinion was also confirmed by the smaller value of chi-square which showed that there was no relationship at 95% confidence level. This difference was possible due to the fact G&C teachers were likely to be contacted by pupils with different issues unlike the class teachers whose area of jurisdiction was mostly confined to the class members. It was thus, unfortunate that though there was a very high need for guidance and counselling services for sexuality issues among public primary pupils in Kikuyu Sub County, most of the G&C teachers were least prepared in these particular areas as earlier found in section 3.6.

G&C Teacher Handling of Pupils' Punishment

Being a G&C teacher can sometimes conflict with other roles in a school. For instance, a pupil who has just been punished by a teacher might not be very receptive to teacher (therapist) genuineness, unconditional positive regard, and empathetic understanding as espoused in Rogerian client-centered therapy theory. Further, the punishment action might jeopardize the smooth stage one (the story) takes off in the Egan's skilled helper model (Egan, 1994). At Stage I, the emphasis is to build a nonthreatening counseling relationship and enable the client explore their situation and finally focus on some specific issues. The study, therefore, sought to find out whether the G&C teachers in Kikuyu Sub County get involved in pupils' punishment and whether there were any conflicts in executing the two roles.

All the G&C teachers indicated that they did administer punishment to errant pupils. However, in regard to the conflict that arose for being a disciplinarian and a counselors, 66.7 % of G&C teachers indicated that they found no conflict while 32.3 % of G&C teachers found the roles conflicting. One of the teachers explicated that most of the pupils in the wrong expected the G&C teacher to forgive them and further to empathize with their situation. A counselor should be a role model and be firm with pupils in adhering school rules. However, the punishing role sometimes conflict with guidance and counseling role.

3.11 Guidance and Counselling Programme Time Schedule

The study also viewed G&C teacher preparedness as a function of how the guidance and counseling's Programme sessions are planned and executed in a school. Regular guidance and counseling sessions prompts the G&C teacher to conduct research in search of material for presentation. In addition, pupils are likely to be more open and present issues encountered at home and school to the school G&C teacher as a result of constant interaction. On the other hand, when guidance and counseling sessions are rare, the possibility of pupils identifying with the G&C Programme as a source of solution to their problems becomes remote.

The study first sought to establish whether guidance and counseling is assigned a specific time in class time tables. Sixteen G&C teachers constituting 53.3% affirmed that a specific time was scheduled in the time table while 46.7%indicated to the contrary. The interviewed head teachers shed more light on the same issue and indicated that most schools scheduled Tuesday after classes as time for clubs, societies or guidance and counseling. Some class teachers also did some guidance and counseling in the morning and after lunch as they took roll call. The study further sought to establish the G&C teacher frequency of conducting group guidance and counseling. Figure 6 shows the results.
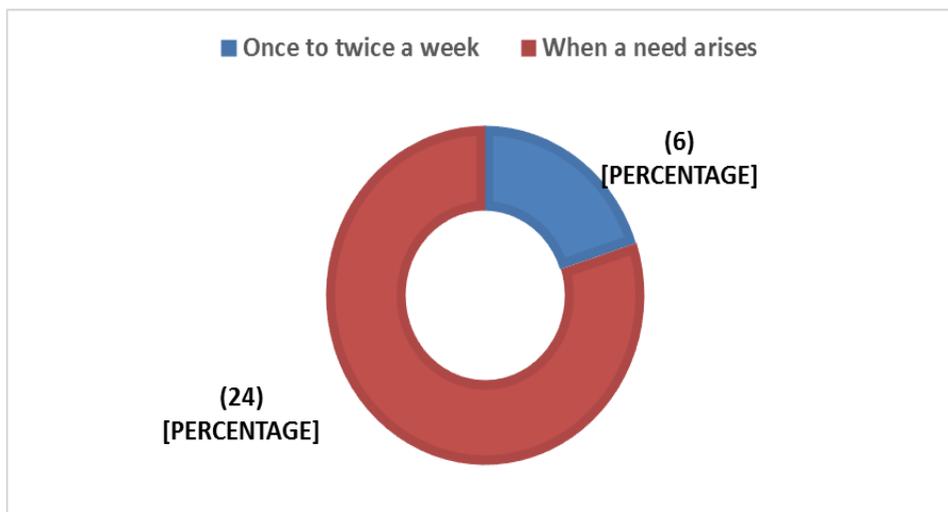
Figure 6: Frequency of Conducting Group Guidance and Counselling

It was evident from Figure 6 that most of the G&C teachers conducted group sessions only when a need arose. This implied that, despite the scheduling of G&C session in the time table in some schools, sessions did not happen on weekly basis unless there was an issue at hand. In order to realize effective services, group guidance sessions should be based on research, planned and delivered on weekly basis. Teachers should aim at equipping pupils with skills and knowledge which can help them to avoid the various pitfalls prone to young people such as premarital sex and drugs abuse as opposed to seeking solutions after the damage has occurred. Similarly, over 80 % of G&C teachers indicated that they meet pupils for individual guidance and counselling

services when the need arises. Individual sessions depended on the number of pupils who voluntarily seek the assistance and the number of pupils' referrals from teachers and the head teacher. When teachers were requested to indicate how often they refer pupils for counselling, most termed the event as rare and mostly for those who were bereaved. Most of the interviewed head teachers indicated that their referrals were mainly related to discipline issues. In summary, it was deduced that considering that most schools had a population of more than 500 pupils, the case load for G&C teachers was very low. This implied that both pupils and teachers did not regard guidance and counselling services as a channel to seek solutions to various challenges that learners encountered.

Discussion

Most of the G&C teachers were female constituting 66.7%. This implied that the leadership in guidance and counseling programmes in public primary schools in Kikuyu Sub County were dominated by women. This finding was similar to Munyao (2018) who found that teacher counselors in Matinyani Sub County public primary schools had a notable gender disparity since there were 34 (82.9%) females and only 7(17.7%) males. Similarly, Wambui (2015) noted a gender disparity of 7 to 3 in favor of secondary school female teacher counselors in Githunguri Sub County in Kiambu County. Katz (1996) as cited in Wambui (2015) notes that presence of more female G&C teachers in a mixed gender school may present some challenges as boys feel uncomfortable when confiding to female teachers. Further, Salgon, Ngumi & Chege (2016) posit guidance and counselling programme dominated by females contributes to low presence of the boy child in seeking counselling services. Thus, G&C programmes should be handled by a team of female and male teachers in order to cater for both boys and girls. However, Wesonga, Munyau and Tarus (2016) study found that female teachers had more positive attitude towards guidance and counselling services in schools as compared to males and further postulated that females are considered more helpful and generous in offering assistance and emotional support. They also observed that women are more likely than men to enter occupations in the "helping professions" such as guidance and counselling and above all the disparity was a reflection of the gender composition of teacher counsellors both nationally and internationally, as evidenced in a national survey of school counsellors (College Board Advocacy and Policy Centre 2012), which found out that more than three-quarters (77 %) of school counsellors globally were women.

The study aimed at assessing the extent of G&C teachers' preparedness by first establishing their experience as counselors and the professional training they had received. In reference to Figure 2, most of the G&C teachers (80%) had a long experience of six years and above. However, for effective guidance and counseling services, appropriate skills and knowledge are essential. While lay helpers such as parents and teachers are guided by personal solutions and common sense, projections of their own solutions, and over-involvement, a trained G&C professional will invoke the appropriate approach with often positive results (White & Kelly, 2010). Furthermore, a lay helper is prone to boundary problems and prone to expressing sympathy as opposed to empathy (Bernard & Goodyear, 2008).

Eighteen G&C teachers constituting 60.0 % indicated that they had been trained while (40.0 %) had no formal training. Of the trained teachers, 10 had gained their skills through seminars' and workshops, four had certificate, and two had diplomas while two had degree certificates in guidance and counselling. The finding was similar to Owino and Odera (2014) finding that most teachers in Kisumu West Sub County public primary schools were untrained in guidance and counselling (52.8%) followed by workshop trained (18.3%), certificate (12.2%), diploma (9.8) while there were no teachers with degree (0%). The finding was also found to be in line with Oketch and Kimemia (2012) finding that unlike the American School Counsellor Association (2012) that puts the minimum requirement for becoming a school counsellor at master's degree, the Kenya school G&C teacher credentials range from non-degree certificates to a master's degree depicting lack of clear standards of training and clinical experience. This has resulted in school counsellors with significant disparities in their training and practice. Similar studies have also cast aspersions on the quality of training and the competence of the G&C course tutors in Kenya. Oyieyo (2012) found that teachers did not cover sufficient content in guidance and counselling during their teacher training due the fact that teachers also have to undertake courses for two teaching subjects during their teacher-training program. Paisley and Hayes (2003) reiterates that transforming counsellor education from an individually-oriented approach to include a systems-oriented approach would require a broadening of the curriculum by, for example, adding new content related to schools and communities as systems.

As noted by Wambu and Wickman (2016), most instructors lack school counseling experience and are not in regular contact with practicing school counselors; a situation seemingly akin to the United States in the field's early years (Paisley & Hayes, 2003). Additionally, many instructors have a background in educational psychology and counseling psychology, but are not counselor educators. Furthermore, counselor preparation curricula are loaded with non-counseling courses, have conflicting and varied theoretical orientations. Training of G&C teachers in Kenya has also been faulted in that supervision of trainees is inconsistent and that training is largely theory-based, with little practical (experiential) learning involved (Oketch & Kimemia, 2012; Waititu & Khamasi, 2010; Wambu & Fisher, 2015). In order to oversee an effective G&C Programme, it requires school counselors who are well equipped not only with a strong knowledge base but also with strong clinical skills obtained through experiential training (Dollarhide & Saginak, 2012). It is therefore absurd that some training programs in Kenya do not require school counselors-in-training to participate in either practicum or internship in a school setting. The lack of clinical skills in a school setting is a great barrier to service delivery by school counselors in Kenya.

Most of the G&C teachers (66.7%) did not attend INSET on guidance and counseling in the last two years. Lack of INSET for two years is a long duration and especially when 40% of the G&C teachers had no other formal training. In a similar study conducted in Nairobi County, Orenge (2011) found that 77% of G&C teachers rarely attended career workshops and seminars and thus limiting their competence in career guidance related information. This may be due to lack of awareness of the importance of workshops/seminars as avenues for experience sharing and updating of career related information or because the opportunities are not availed to them. It is

through seminars/workshops and interaction with resource persons that teacher counsellors could keep abreast with the fast changing counselling field.

In regard to G&C teacher's appointment, majority of G&C teachers (63.3%) were appointed by their head teachers verbally, 13.3% of them were appointed through a head teacher's letter, and 16.7% volunteered themselves while 6.7% were proposed by their fellow colleagues. The finding was a major departure from Munyao (2017) finding where majority of G&C teachers were proposed by their fellow staff members to be in charge of G&C programme while only one indicated to have been appointed formally the head teacher. Cognate to the study, Njoka (2007) observation that in primary schools, teachers are appointed by the school principal to provide counselling services based on personal qualities as opposed to professional training. Lack of official appointment, job description and role identity are known to hamper guidance and counselling teachers' self-efficacy and work output.

Most of the G&C teachers were teaching over 30 lessons per week translating to over six lessons per day. This implied that most of the G&C teachers were exhausted by the end of the day to be effective in guidance and counselling. Further, the high work load coupled with the school high population leaves the G&C teacher at crossroad. The finding concurs with several other studies done in Kenya that most of the G&C teachers have high workload of at least 30 lessons (Ajowi & Simatwa, 2010; Cheruiyot & Orodho, 2015; Munyao, 2017). According to the American School Counselor Association (ASCA, 2003) the student-to-school counselor ratio in schools should be about 250:1 and cautions that beyond this ratio, a teacher counselor is hindered from implementing effective programs. While the USA national average ratio stands at 471:1 (Edwards, Grace & King, 2014), Kenyan primary schools ratio way beyond 800:1, since the onset of free primary education in 2003 (Republic of Kenya, 2012).

Most of G&C teachers rated themselves as either good or average in academic, social interactions, pupil/parent relationships, and career. However, G&C rated themselves as either average or below average in homosexuality, masturbation, alcohol and drug abuse, suicidal tendencies, trauma and shock, and grief and loss. This implied that G&C teachers have low efficacy in a number of pertinent issues that are potential issues among the school going youth in Kikuyu Sub County. This finding corroborates Wambu and Wickman (2016) finding that while most G&C perceive themselves as capable of handling pupils issues in academic, social interaction and pupil/parent relationship, they had training gaps in specific areas such as substance and drug abuse, grief and crisis intervention, trauma and debriefing of trauma, multicultural counselling, HIV/AIDS counselling, family counselling, counselling children with special needs, human sexuality, career counselling, and spirituality in counselling.

Having established G&C teachers' efficacy in tackling pupils various issues, Table 4 shows the finding on the extent to which guidance and counselling services were needed in areas such as discipline, academic, sexuality and others. In doing so, the researcher established the mismatch between the need and what the teachers could effectively handle. Both class teachers and G&C teachers concurred that there was a high need for guidance in academic work. They also concurred that the guidance and counselling need for vocational issues was moderate. However,

while class teachers considered the need for guidance in sexuality issues as moderate, G&C teachers indicated that there was a high need. The high need for guidance in sexuality issues among primary school pupils had also been noted by Munyao (2017) and Owino and Odera (2014). Thus, there was a mismatch between the high need for guidance and counseling in sexuality issues and the G&C teachers efficacy to handle these issues. It therefore emerged that most of the G&C programmes in Kikuyu Sub County did not have the capacity to handle effectively pupils' sexuality issues such as homosexuality, lesbianism, premarital sex and abortion. One of the head teacher disclosed, thus:

I know issues about homosexuality, lesbianism, cyber romance exist in our schools to some extent especially in boarding section…but since most teachers are at a loss on how to go about it, the issue is ignored and we assume parents are best to deal with it….furthermore most head teachers are keen to protect the name of their schools.

With reference to Figure 6, most of the G&C teachers conducted group sessions only when a need arose. This implied that, despite the scheduling of G&C session in the time table in some schools, sessions did not happen on weekly basis unless there was an issue at hand. The study finding was similar to Wambui (2015) who found that in most of the secondary schools in Githunguri Sub County, counseling of students was only possible when, and as need arose. The finding was also similar to Kemei (2004) that most of the schools under study had no specific time allocated for Guidance and Counselling Services. Students' responses to a question on when they go for counselling services showed that they only go for counselling when they have a problem. Similarly, Ondima et al., (2012) observed that G&C teachers are not sufficiently relieved from their teaching duties to have adequate time to devote to G&C; they argued that teacher counsellors are overburdened with heavy work. Conversely, Reynolds & Cheek (2002) as cited in Owino and Odera (2014) note that in America effective school counsellors reduce non- counselling duties in order to do their core business.

In order to realize effective services, group guidance sessions should be based on research, planned and delivered on weekly basis. Teachers should aim at equipping pupils with skills and knowledge which can help them to avoid the various pitfalls prone to young people such as premarital sex and drugs abuse as opposed to seeking solutions after the damage has occurred.

5. Conclusion

Most of G&C teachers in Kikuyu Sub County public primary schools lack formal training in guidance and counselling. Most of them are appointed by head teachers verbally and lacked role identity. They rarely get an opportunity for professional development, have high work load of over 30 lessons and low efficacy in dealing with contemporary issues such as sexuality, alcohol and substance abuse, aberrant sexual behaviour, shock, trauma, grief and loss. Considering the upsurge of sexuality issues and incidences of families affected by life threatening diseases such as cancer, diabetes and hypertension, it is unfortunate that G&C teachers lacked knowledge and skills to offer appropriate services. In order to discharge effective G&C services, the G&C teacher should be well prepared in terms of training, role identity, constant professional

development and appropriate work load among others. First, school counseling should be recognized as a profession in its own right, rather than a service ancillary to other educational programs. In this case the role of the teacher counselor should be explicit to all stake holders. Secondly, the training of counselors in Kenya should be harmonized and be based on clearly defined competencies as opposed to the current situation where teacher counselors are trained at different levels with varied curricula. Further, the curriculum for school counselors should include both theory and experiential training.

The government should also come up with a unified ethical code for school counsellors. The current ethical code developed in 2012 by the Kenya Counselling and Psychological Association (KCPA) does not meet the specific school needs. For instance, teacher counsellors need to be equipped with the principles on how to solve ethical dilemmas such as maintenance of confidentiality in pupil information. The school management committee should be proactive and sponsor G&C teacher for constant updating of knowledge in both government and private institutions.

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Influence of Professional Code of Conduct on Examination Management in Public Secondary Schools in Makueni County, Kenya

Author: Mary Nyiva Makau | The University of Nairobi
Email: nyivamary04@gmail.com

Abstract

Professional practice among teachers is considered an important element towards shaping various school practices. The purpose of this study was to establish whether professional code of conduct affected management of examinations in public secondary schools in Makueni County. The study used cross-section survey design. This study targeted the principals, teachers and students in secondary schools in Makueni County. The target population included all the 319 public secondary schools in Makueni County, 319 principals, 3865 teachers and 97200 students. Proportional Stratified sampling was used to select the sample which included 85 principals, 349 teachers and 383 students. The research instruments used were questionnaires and interview guides. A pilot study was done in one school to ascertain the validity of the research instruments. Data from interview guides was analyzed qualitatively. Quantitative data from the questionnaire was summarized using descriptive statistics. Quantitative data was then categorized and transferred to computer software; Statistical Package for Social Sciences (SPSS). Pearson coefficient correlation was used to explore the relationship between independent and dependent variables. The findings showed that there was a significance relationship between professional code of conduct and examination management in secondary schools. This study recommended that the government through the Ministry of Education to monitor the professional conduct of teachers for effective management of examination.

Keywords: Professional code of conduct, Examination management, Assessment malpractice

Introduction

The legality of national examinations in Kenya is anchored on a parliamentary act through which examinations are lawfully prepared with the intention to improve the responsibility to taxpayers by educators and thus improve levels of performance (Omari, 2012). Other aims of examinations include comparing the effectiveness of different methods of teaching, giving guidance that focuses on allocation of pupils to appropriate educational courses, dictating the procedure of selection for individuals for particular educational institution or type of employment as well as certification which provide evidence that someone has achieved specified standard of attainment (Alo, 2015). Given the importance of examinations aforementioned, it is only critical that examinations are carried out with utmost integrity and have high levels of credibility.

Davies (2017) notes that the society is very dynamic and struggles to establish goals of socialism and democracy after the revolutionary changes of independence Many studies reveal that the teacher is a great agent of change in the lives of students and thus teachers should create a setup which enables the students to spend a better life in the society. The teacher can bring this change by awareness of society and methodology of teaching and remaining professional at all times. The teacher should remain professional at all times as this will mostly influence examination management at the end of the course for all learners which is a very important exercise for all learners in the world thus the need to be carried out with the maximum professionalism it deserves. A constant awareness of the social reality and method to teach are important tools for teachers to prepare students as the society.

Badamus (2006) writing on the causes of examination malpractice discovered the teacher acts as a principal factor. He sees the teacher as a vital figure in the business of schooling on which the quality of instruction given is highly dependent. The quality of instruction he professed is affected by the calibre of people in the teaching job and the extent to which they desire to upgrade themselves and the working environment. Touching on the background and the ability of instructor asserted the two key factors play an integral part in the learning process and almost account for 40%. He was also quick to add that instructors do not possess the capacity to offer learners the experience and a formidable guide with respect to progress and development as they themselves lack the cutting edge, rendering them ineffective to act in that capacity and challenge their students enough to build them up.

Erakhumen (2006) confirmed this by arguing that basic and second cycle instructors do not have adequate know how in the disciplines they themselves profess to teach as their trainers at the time lacked the knowledge and were not properly empowered. Aside instructors lacking the quality of teaching, other external factors also hinder their performance in executing the job with perfection. Olatunbosun and Omoregie (2012) identified working conditions, societal pressure and poor remuneration.

Alutu and Aluede (2006) looking at the issue from a different angle suggested that most schools do not have the capacity to churn out students with excellent results, in the same vain these instructors have their upgrading and promotion linked to the performance of their students. Expatiating further, the writers gave several instances where institutional heads have been blamed for the poor performance of their students. In the bid to redeem their image and save their face resort to giving students the necessary push to secure their future. On the part of lazy teachers they believe will chart the same course as performance is linked to results. Badejo and Gandonu (2010) closing the chapter on the teachers as contributory factor to cheating in exams discovered that 83.3% agreed that poor attendance of lecturers in class encourage learners to cheat in examination, 62.5% in support of their colleagues, also agreed that the high-handedness of lecturers in marking script also breeds sharp practices in examinations.

The most important contextual causes of academic misconduct are often out of individual teachers' hands. One very important factor is time management. One survey reported two thirds of teachers believed that poor time management was the principal cause of cheating (Carroll,

2002). Another important cause of academic misconduct is the contextual factor of an environment of peer disapproval of cheating. Thus, students who believe that their peers disapprove of cheating are less likely to cheat. Indeed, multiple studies show that the most decisive factor in a student's decision to cheat is his perception of his peers' relationship with academic dishonesty (Mcabe and Trevino, 2002).

Moral behavior of teachers has a profound effect on teachers' professionalism and standard of education. Teachers' behaviors with their colleagues and students character formation of students basically depends on the teachers' professionalism and character. Winch, Oancea, and Orchard (2015) concluded that a teacher's success reflects his own philosophy of life and professionalism. Stronge (2018) found that teachers are focusing on developing positive relationships with pupils, fellow teachers, parents and administrators. They also need to understand and accept their own strengths and shortcomings. They are true in their profession and try to get competency in subject area and teaching methods. This in turn relates directly to the examination management process. If they are extremely competent in their subject area and teaching methods, the examination management becomes smooth.

Neil (2017) notes that the teachers' behaviours and attitudes toward students become permanent character trait for those students. This is because most students spent most hours with their teachers than any other person. The teachers behaviour in most cases becomes the final thought for the students. This is because they have authority and very powerful influence on the students. Therefore, the teachers should be very professional as they interact with the students on a daily basis.

Professional practice among teachers has in various studies been considered important elements towards shaping various school practices. Various elements have been identified as components of professionalisms in school set ups. These include professional training, conditions of service, and the relationship of the teacher with the school head or social status. Lack of professionalism among teachers affects effective teaching, learning and administration of the school; these according to Okeke, (2004) could be termed as professional management that could influence examination management in school. Common unprofessional behaviours among teachers in school include; absenteeism from school lessons, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, students results, involvement in examination management, illegal collection of money from parents to students, unapproved study leave with pay, drinking , drug taking and sexual immorality (Okeke, 2004).

According to Onyamebo (2005), the teacher is saddled with the responsibility of moulding the child into functional adult that will contribute to the national development with the following knowledge of subject matter being taught in school. This as Onyamebo notes may not be possible when the teacher influences learners towards examination management and other indiscipline behaviours. Teacher classroom practices could affect the extent to which management occur in examination. In Wenglinsky (2001) study, it was established through qualitative research that classroom practices that include individualism, collaboration and

authentic assessments could in one way or another affect learners examinations and classroom behaviours.

According to KNEC, (2016), stringent measures have been taken over time to ensure and sustain credibility of the Kenya National Examinations but despite the neasures there are still instances of breaches. Examination management continues to face a lot of malpractices, students scoring highly undeserved marks. The ever increasing incidences of management in Kenya Certificate of Secondary Examination continue to be accused of examination management in Kenya secondary schools with a focus on Makueni County. The following table shows clearly different counties that were involved in cases of examination irregularities in Kenya Certificate of Secondary School Examination 2015.

Table 1

Counties Involved in Examination Irregularities in KCSE

No	County	Students involved	Number of centres
a)	Makueni	382	22
b)	Bomet	343	19
c)	Nairobi	341	20
d)	Kisii	294	17
e)	Meru	306	18
	Total	1666	96

Source: KNEC 2016

From the table above Makueni County led in the country with 382 candidates and 22 examination centres involved in examination irregularities. This study therefore focussed and sought to establish the influence of professional code of conduct on examination management in public secondary schools in Makueni County.

Methodology

This study used cross section survey design. This study targeted the principals, teachers and students in secondary schools in Makueni County. The target population included all the 319 public secondary schools in Makueni County, 319 principals, 3865 teachers and 97200 students (Makueni County Education Office, 2017). Proportional Stratified sampling was used to select the sample. Proportional Stratified sampling technique was applied so as to obtain a representative sample as the population does not constitute a homogeneous group (Mugenda & Mugenda, 2003). The following formulae were used to calculate the sample size of teachers and students. From Normal distribution the sample size was estimated to be:

$$n = \frac{Z^2 PQ}{\alpha^2}$$

Where:

Z is the Z – value = 1.96

P Population proportion 0.50

Q = 1-P

$\alpha = level\ of\ significance\alpha = level\ of\ significance$

$$n = \frac{1.96 \times 1.96 \times 0.5 \times 0.5}{0.05 \times 0.05}$$

$n = 384$

= 5% (Quine, 1993)

Adjusted sample size

    n.'= 384/ [1+ (384/97,200)]

    n = 383 students

n.'= 384/ [1+ (384/3,865)]

349 teachers

Table 2

Sample Size

	Population	Sample size	Level
Principals	319	85	
Teachers	3,865	349	
Students	97,200	383	
Total	**101,384**	**817**	

Therefore, the total sample for this study comprised of 85 principals, 349 teachers and 383 students in secondary schools in Makueni County.

The research instruments used in this study were questionnaires and interview guide. Questionnaires are tools of data collection which provide comparable data from all subjects. Orodho and Kombo (2002) states that in questionnaires respondents fill in the answers with complete information. They are cost effective and easy to administer especially to literates. They also help the researcher come up with qualitative data. The teacher's questionnaires consisted of two parts. Part one consisted demography data and short answer questions while part two had questions that provide data on the study variables. The students questionnaires also had two parts with part one having demography data while part two had questions on the study objectives. The principal's interviews were orally administered. A pilot study was carried out in

one percent of the target population thus one school to determine the validity of this study. The Test Retest method was used to determine the reliability of the reserach instruments. Data was collected and after two weeks the same data was collected again after which a reliabilty coefficient was computed using the Pearson's Product Moment Corelation Coefficient(PPMCC).This is to determine the consistency of the respondents in responding to the items, the closer the reponse by the respondents the higher the degree of reliability. The research instruments scored a coefficient of 0.84 for the principals interview guide, 0.82 for the eacher;s questionnaire and 0.80 for the students' questionnaires. This was deemed satisfactory as stated by Mugenda and Mugenda (2003)

After collection of the returned questionnaires and interviewing all the principals, the obtained raw data was first coded to have homogeneous organization of the valid tools. Data from interview guides was analyzed qualitatively. Quantitative data from the questionnaire was summarized using descriptive statistics. Quantitative data was then categorized and transferred to a computer software; Statistical Package for Social Sciences (SPSS). Means and standard deviations were used to identify the influence of professional code of conduct in relation to examination management of KCSE in secondary schools. Pearson coefficient correlation was used to explore the relationship between the independent and dependent variable. This formed the basis for drawing conclusions and recommendations.

Results

This section covers the demographic information of the respondents who took part in the study and the reporting of the results based on the influence of professional code of conduct on examination management in public secondary schools in Makueni County**.**

Demographic Information

The study sought to establish the demographic information of teachers and principals which is gender, age and academic qualification there were 65 male principals and 167 male teachers compared to their counterpart females 20 and 127 respectively. With reference to age, slightly more than half of the principals (55%) were over 40 years of age with only 2% of them below 30 years. On the other hand, most of the teachers (41%) were thirty years and below and only 8 percent were over 40 years. When asked about their education level, two thirds (66.3%)of the secondary school teachers were Bachelor's degree holders, 19% had a teaching diploma as their highest level of education while the remaining 15.3% percent were masters' degree holders.

Professional code of conduct and examination management as perceived by teachers and principals

The study sought to find out the response of principals and teachers on how professional code of conduct influence examination management in their respective schools. Therefore they were

issued with questions that were ranked on a five Likert scale ranging from: 1. strongly Disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree. The results are presented in the table below.

Table 3

Perception of teachers and principals on Professional code of conduct and examination management

Professional code of conduct	Mean	Std. Dev
Pedagogical incompetence	4.1	1.4
Compromise of examination standards	4.0	1.3
Aiding and abetting exam malpractice	3.7	1.4
Absence and lateness to exam venues	2.7	1.7
Assessment malpractice	1.9	1.3

From Table 3, the results show that most teachers and principals are convinced that under their professional code of conduct with their employee, pedagogical incompetence is a vice to examination management in Makueni County with the mean score of 4.1. This may imply that majority of teachers were competent with their employers recommendations and thus able to manage examinations effectively. Compromising of examination standards in the County followed closely with a mean score of 4.0 showing that some teachers were likely to be compromised. Aiding and abetting of examination malpractice followed with a mean score of 3.7. Moreover, assessment malpractice seemed not to be influencing examination management in the County at a significant extent as evidenced with the mean score of 1.9. Also, majority of the principals interviewed during data collection stated that professional codes of conduct provided for elaborate guidelines on teacher professionalism to ensure that they conduct themselves as expected. They also stated that the codes of conducts from the employer (TSC and PTA) had provisions on disciplinary measures to teachers who abated in examination malpractices among other disciplinary codes.

Discussion

This study found out that majority of the respondent agreed that professional code of conduct play a key role in examination management .Indeed, teachers and principals agreed that part of professional code of conduct emerges as problem to examination management in Makueni County. This professional code of conduct includes pedagogical incompetence of some principals and teachers and this leads to poor delivery of concept to learners hence resort to examination malpractices as represented by mean of 4.06. These findings are in agreement with observations from Badamus (2006) that the quality of instruction is affected by the calibre of people in the teaching job and the extent to which they desire to upgrade themselves and the working environment. A study by Erakhumen (2006) agrees that basic and second cycle

instructors do not have adequate know how in the disciplines they themselves profess to teach as their trainers at the time lacked the knowledge and are properly empowered.

Also in some schools in Makueni County teachers and principals compromise with exam standards which significantly affect students negatively as they face national exam which set up to standards as indicated by mean score 0f 4.03. Okeke (2004) asserts that professional practice among teachers has been considered an important element that shapes various school practices. Various elements have been identified as components of professionalisms in school set ups. These include professional training, conditions of service, and the relationship of the teacher with the school head or social status. Lack of professionalism among teachers affects effective teaching, learning and administration of the school; these according to Okeke, (2004) could be termed as professional management that could influence examination management in school. Common unprofessional behaviours among teachers in school include; absenteeism from school lessons, lateness, non-preparation of lesson notes, failure to mark students exercise books, noncompletion of school records such as diaries, registers, students results, involvement in examination management, illegal collection of money from parents to students, unapproved study leave with pay, drinking , drug taking and sexual immorality (Okeke, 2004).

Teachers dishonor their professional code of conduct and facilitate aiding and abetting of exam malpractice which has adverse effect in examination management. Abayeh (1996) sharing in the opinion believes those militating factors are very key and to a larger extent influence their involvement in perpetuating examination malpractice. Abayeh (1996) found out that poverty level of supporting staff was at its worst stage and in a bid to improve their lot will employ nefarious tactics to get additional income to augment their meager salaries. Supporting this assertion with facts and figures declared 90% of staff as a matter of fact will ignore laid down regulations and indulge in sharp practices at an agreed fee, 10% he discovered will not be interested in naming a price, but rather trade with students for sex. Alutu and Aluede (2006) looking at the issue from a different angle suggested that most schools do not have the capacity to churn out students with excellent results, in the same vain these instructors have their upgrading and promotion linked to the performance of their students. Expatiating further, the writers gave several instances where institutional heads have been blamed for the poor performance of their students. In the bid to redeem their image and save their face resort to giving students the necessary push to secure their future. On the part of lazy teachers they believe will chart the same course as performance is linked to results.

Lateness and absence of teachers in exam venues emerged as one of the elements that facilitated examination malpractice. Carroll (2002) , notes that the most important contextual causes of academic misconduct are often out of individual teachers' hands. One very important factor is time management. One survey reported two thirds of teachers believed that poor time management was the principal cause of cheating. Badejo and Gandonu (2010) agree that teachers contribute a lot to cheating in exams. They note that poor attendance of tutors in class encourage learners to cheat in examination, and that the high-handedness of tutors in marking script also breeds sharp practices in examinations.

Teachers and principals from Makueni County do not believe that assessment malpractice has an effect on examination management as shown by mean of 1.86. However, examination malpractice could be influenced by factors beyond their control. These additional factors are solely dependent on their students. Thus, students who believe that their peers disapprove of cheating are less likely to cheat. Indeed, multiple studies show that the most decisive factor in a student's decision to cheat is his perception of his peers' relationship with academic dishonesty (Mcabe and Trevino, 2002).

Conclusion

The study found out that professional code of conduct plays a very important role in the examination management process. Pedagogical incompetence of some principals and teachers leads to poor delivery of concept to learners hence resort to examination malpractices. In addition, teachers and principals compromise with exam standards which significantly affect students negatively as they face the national exam which set up to standards. Teachers also tend to dishonor their professional code of conduct and facilitate aiding and abetting of exam malpractice which has adverse effect in examination management. Moreover, lateness and absence of teachers in exam venues emerged as one of the elements that facilitated examination malpractice teachers. Lastly, principals from Makueni County do not believe that assessment malpractice has an effect on examination management. Romiszowaki, (2016) observes that a monitoring mechanism is available for school teachers but with no particular design and structure in existence. There is need to develop a professional standard with the spirit to shift moral codes in behavior of our school teachers. Teachers' moral codes are vital for the process of teaching. It also provides socialization and stability in our younger generation because teacher's morality always acts as a model

The findings of this study inform government policies and recommend specific strategies with clear designs and structures through the Ministry of Education that should monitor the professional code of conduct teachers and principals from time to time. In addition teachers and principals should always ensure that students are well prepared for exams at any time.

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Influence of School Playground Safety on Pre-School Children Participation in Outdoor Activities in Ekerenyo Division, Nyamira County, Kenya

Beatrice Binah Mokaya and Boniface Njuguna Mwangi

Email: bkahuthu@gmail.com

Abstract

In Kenya, pre-school playground safety has not been given much attention despite being a critical area of concern in child growth and development. This state can be linked to lack of resources, perceived low priority and negative attitude about children's play or deferral of the activity. The main purpose of the study was to examine influence of playground safety on preschool children participation in outdoor activities in Ekerenyo division, in Nyamira County. The study specifically aimed at establishing the influence of playground location, investigate the influence of status of the playground and assess the influence of playing equipment conditions on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County. The study adopted descriptive survey and correlational research designs. The study targeted 150 preschool teachers, and through census sampling technique all the 150 teachers were sampled. However 137 preschool teachers filled and returned the questionnaires. Analyzed data was presented in frequencies and percentages and summarized in tables and figures. The study three independent variables contributed 46.2 % of variance in learners' participation in creative activities ($R^2 = 0.462$). Condition of the school plat ground equipment had the most significant influence on pre-school children participation in outdoor activities in Ekerenyo division ($\beta = 0.870$, $t = 4.46$, $p < 0.05$), followed by the status of the playground ($\beta = 0.720$, $t = 2.187$, $p < 0.05$), while location of the pay ground had the least influence ($\beta = 0.640$, $t = 2.11$, $p < 0.05$). The study recommended that the school community should ensure that the bushes around the playground are cleared and the risky areas such as swamps are restricted from children reach. The findings of this study may contribute much knowledge in the field of education and more especially on pre-school children safety at the playground in Kenya.

Key Words: Preschool children, Preschool playground safety, Participation in outdoor activities

1. Introduction

The component of preschool curriculum that entails play aims at maximizing the socialemotional, motor, linguistic and cognitive development of children and to enable them to gain self-care skills and to be ready for primary school, as well (Dere, 2019; Terrón, Queralt, Molina & Martínez, 2017). In concurrence, Gil-Madrona, Honrubias, Rodenas and Llanos (2018) posit that play fosters the physical, emotional, and intellectual development of the child, giving special relevance to knowledge, appreciation, and control of their own bodies. Injury prevention plays a key role in keeping children safe, but emerging research suggests

that imposing too many restrictions on children's outdoor risky play hinders their development. The current generation holds that children's diminishing engagement in outdoor play is influenced by parental and societal concerns (Sheridan, 2013). It is necessary to allow children to play in a safe environment as it is a necessary ingredient for healthy-child development. Thus, there is need to optimal strategies for keeping children as safe as necessary, while in the playground.

Children use the playground as a learning environment with corresponding behavioral consequences that enable them to digest both pleasant and unpleasant experiences by freely using their senses of taste, smell, touch, sight and hearing. Consequently, children start to take control of their feelings in relation to their experiences (Olgan & Kahriman-Ozturk, 2011). School playgrounds are the designated outdoor areas located in the school where children play or participate in sports and games with or without stationary and manipulative equipment (Johnson, Christie & Wardle, 2015). According to Moore (2012), injury prevention plays a key role in promoting children's safety, which is considered to involve keeping children free from the occurrence or risk of injury while in the playground. In essence, limitations on children's play opportunities may be fundamentally hindering their health and well-being. School playgrounds give children a chance to build active, healthy bodies and develop their decision-making, negotiating, and motor skills (Hyndman, Bredon & Telford, 2015). Becoming more aware of the facilities for and barriers to children's active play seems vital for effective school playground interventions that encourage and sustain these developmental benefits (Kriemler et al., 2011). In addition, active play helps children hone their social and cognitive skills through the informal curriculum of school playground activities (Pellegrini & Holmes, 2016; Hyndman, Amanda, Caroline & Amanda, 2012).

Globally, a playground safety has in the recent years had serious international attention of early childhood professionals and officials especially in the United States of America (USA), Canada, Europe, Australasian Pacific Rim and Argentina (Macharia, 2012). These countries have developed guidelines and standards for public playgrounds from which the integration of safety standards in design, installation and maintenance of preschool playground space, equipment and surfacing depths of materials beneath and around the play equipment can be inferred. The report further revealed that the USA, for instance, has developed the American Society for Testing and Materials (ASTM) and the US Consumer Product Safety Commission (CPSC) guidelines. Additionally, in 1990's the Canadian Standards Association developed guidelines for public playgrounds.

In Africa, the conditions of the playgrounds are not adequately favorable to encourage pre-school children outdoor activities. For instance, according to the World Health Organization (2014), between 16-40% of children aged 6 to12 years old in Africa are affected by dental trauma due to unsafe playgrounds. Trauma may affect hard dental tissues or tooth supporting tissues which in turn could affect the occlusion, functions, aesthetics and emotions of children when there is dental fracture, displacement or avulsed teeth (Cortes, Marcenes & Sheiham, 2012; Adekoya – Sofowora, Bruimah, & Ogunbodede, 2014). Some of the schools with better supervision of children during play; with presence of teachers in playgrounds and an adequate

staff-to-student ratio have reported lower incidence of dental injuries (Murray, 2012; Bhayya & Shyagali, 2013; Marcenes, Caglar, Kuvvetli & Sandalli, 2013).

A survey conducted by Eigbobo, Nzomiwu, Amobi, and Etim (2014) in Nigeria on standard of playgrounds and safety measures found that majority of schools had playground yet guideline given by the Ministry of Education was not observed. One of the objectives of a healthful school environment is to provide safe and clean recreational facilities in schools such as playgrounds (Federal Ministry, 2014). According to the guideline, the school playground is expected to be safe but it was observed that the sizes of all the school playgrounds were below the recommended standard in the school health policy. In this study, 81.7% schools had playgrounds out of which 56.5% were public schools. Also, above two thirds (69.7%) of the schools did not have lush fields for play; in Lagos and Enugu most of the playground surfaces were bare earth. However, the playground surfaces in Port Harcourt schools were mostly (87.2%) of grass.

Kenya is a signatory to the various international frameworks that uphold the inalienable rights of the child to safe and secure school environments. The legislation of the rights on young children's safety can be inferred from the country's Constitution (2010) Bill of Rights (Cap 4) (Republic of Kenya, 2010). The government of Kenya has also translated and enacted the recommendations of the global frameworks into the Children's Act No. 8 of 2001 as a legal instrument to safeguard and promote the rights and welfare of children in Kenya. Article 23(2) (a) and (b) of the Children's Act, for instance, emphasizes the critical importance of safe and secure environments to enhance participation in learning activities that include outdoor play. For instance, section 2(a) insists of the duty to maintain the child and in particular to provide him with adequate diet, shelter and clothing, and education and guidance. On the other hand Section 2(b) expresses on the duty to protect the child from neglect, discrimination and abuse (Republic of Kenya, 2001).

In Ekerenyo Division, Nyamira County, playgrounds within the public and private pre-school are characterized by inadequate play spaces, inadequate or poorly designed and maintained equipment and surfaces that restrict children's spontaneous play. These contribute to minor injuries among children, lack of interest to take part in outdoor activities, and tensions over long grasses and bushes that could be inhabitants of snakes among others. Therefore, there is need to ensure the safety of the playground so as to encourage more participation that is a catalyst to child's health development and mental growth.

In Kenya, pre-school playground safety has not been given much attention despite being a critical area of concern in child growth and development. The play spaces should contain adequate age and developmentally appropriate equipment and materials, safe play area surfaces and servicing and maintenance of play materials once in a term. However, government policy documents on school safety make no direct mention of pre-school safety and such information has therefore to be inferred from Early Childhood Development Service Standards Guidelines for Kenya (ECD-SSGK, 2009). The ECD institutions more especially in rural areas like Ekerenyo Division in Nyamira County, are characterized by poor physical

conditions showing neglected maintenance. This state can be linked to lack of resources, perceived low priority and negative attitude about children's play or deferral of the activity.

A handful of studies have revealed that learning environments are made up of physical, psychosocial and service provision elements (Mwamba, 2013; Muthoni, 2013; OECD, 2013). A good playground is an indicator of physical learning environment. Similarly, Fuller (2009) asserts that learning environment must nurture children's capacity to engage deeply in individual and group activities. However, Abiero (2013) assert that most pre-school education programs suffer from poor quality services, reflected in public pre-schools in Ekerenyo Division in Nyamira County. Thus, it is against this background that this study sought to investigate the influence of playground safety on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County.

1.2 Objectives of the Study

The study was guided by the following objectives:
a.   To establish the influence of playground location on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County;
b.   To investigate the influence of the status of the playground on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County;
c.   To assess the influence of playing equipment conditions on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County.

1.3 The Study Hypotheses
The following null hypotheses were formulated:
H_{O1}: There is no statistically significant influence between playground location and pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County;
H_{O2}: There is no statistically significant influence between the status of the playground and preschool children participation in outdoor activities in Ekerenyo division, in Nyamira County; H_{O3}: There is no statistically significant influence between playing equipment condition and preschool children participation in outdoor activities in Ekerenyo division, in Nyamira County.

2. Methodology

This study adopted descriptive survey and correlational research designs, so as to enable the researcher accomplish the study objectives. Descriptive survey design involves asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Fraenkel, Wallen & Hyun, 2012). Correlation research design uses inferences to explain relationships among variables systematically and emphatically without direct control of independent variables (Orodho, 2012). This hybrid

design was found appropriate in this study since apart from seeking opinion, attitude and knowledge about the issue at hand, the study also sought to establish the influence of independent variables on the dependent variable. The study targeted all the 150 preschool teachers in Ekerenyo division. Further, the study sampled all the teachers through census technique and where 137 filled and returned questionnaires. Data were collected through teachers' semi-structured questionnaire. Three experts in the field of research were consulted in order to verify whether the instruments were valid or not. These included the two research supervisors and one external research consultant in the field of education. Reliability of the preschool teachers' questionnaire was ascertained by computing Cronbach's alpha. A coefficient of 0.821 was obtained showing that the questionnaire was appropriate. Respondents were assured of anonymity and that the research was solely meant for academic purposes.

3. Results

3.1 Background Information of the Respondents

3.2 Influence of Playground Location on Pre-School Children Participation in Outdoor Activities in Ekerenyo Division

To establish the influence of playground location on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County, a set of statements in form of a Likert scale were posed to the respondents to indicate the extent to which they agreed or disagreed with them. The questionnaire responses were coded such that 5-Strongly Agree (SA); 4-Agree (A); 3Neutral (N); 2-Disagree (D); 1-Strongly Disagree (SD). Table 1 shows the responses of the preschool teachers on various items of playground location and pre-school children participation in outdoor activities.

Table 1

Teachers' Responses on Playground Location

Statement	SA	A	N	D	SD
Location of the schools' playground plays a significant role on pre-school children participation in outdoor activities;	16%	48%	_	22%	14%
The number of children using the playgrounds and the number of children actively playing is larger in playgrounds that are near the school;	52%	40%	4%	4%	_
Children's perspectives on playground use is affected by the distance of the playground from the school;	34%	54%	_	6%	6%

	SA	A	N	D	SD
Children as primary users of the playground are able to identify location barriers for active play that are easily overlooked, unknown or differently perceived by adults;	27%	37%	6%	12%	18%
Children perceive the playgrounds that are far from the learning area as insecure leading their reduced participation in the outdoor activities;	42%	56%	_	2%	_
There is high children participation in outdoor activities in the playgrounds that are easily accessible;	18%	64%	4%	8%	6%

N=137

In Table 1, nearly two thirds (64%) of the pre-school teachers agreed that location of the schools' playground plays a significant role on pre-school children participation in outdoor activities while slightly more than a third (36%) of them felt otherwise. The number of children using the playgrounds and the number of children actively playing is larger in playgrounds that are near the school. This was supported by nearly all (92%) pre-school teachers as another vast majority (88%) of them pointed out that, children's perspectives on playground use is affected by the distance of the playground from the school. Nearly two thirds (64%) of the pre-school teachers were in opinion that children as primary users of the playground are able to identify location barriers for active play that are easily overlooked, unknown or differently perceived by adults. It was also found out that almost all (98%) of the pre-school teachers that took part in the study maintained that children perceive the playgrounds that are far from the learning area as insecure leading their reduced participation in the outdoor activities. Further, when the respondents were asked indicated whether there is high children participation in outdoor activities in the playgrounds that are easily accessible, an overwhelming majority (82%) of them were in agreement, only 14% of them were in opposition of the statement. Therefore, the pre-school teachers supported that playground location influences pre-school children participation in outdoor activities.

3.3 Status of the Playground and Pre-School Children Participation in Outdoor Activities

To investigate the influence of the status of the playground on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County teachers were asked to give their mind on how the status of the playground affected pre-school children participation in the out door activities. Table 1 shows the responses of the pre-school teachers on various items of playground location and pre-school children participation in outdoor activities.

Table 2

Teachers' Responses on Status of Playground

Statement	SA	A	N	D	SD

Presence of natural features such as bushes, grass, trees in the playground can discourage preschool children participation in outdoor activities;	30%	38%	_	22%	10%
There is need for awareness of the need for natural features settings that should precede school or community playground initiatives so as to encourage preschool children participation in the outdoor activities;	24%	53%	6%	10%	7%
Preschool children have been denied the right to play in a healthy, safe or secure and nurturing environment in Ekerenyo division;	12%	20%	10%	42%	16%
The playgrounds are large enough for the number of children in the pre-school to play and run around safely in Ekerenyo division;	28%	54%	_	12%	6%
Too large or poorly designed playgrounds lead to reduced attention span, more supervision, noise, and confusion among preschool children;	10%	14%	12%	56%	10%
School playgrounds in Ekerenyo division are marked to separate play areas into activity and equipment-based areas;	6%	32%	_	47%	15%
Major playground reconstruction/maintenance affects the physical activity among preschool children in Ekerenyo;	24%	64%	_	7%	2%
The topography of the playground influences preschool's children physical activities;	28%	44%	8%	12%	8%

N=137

As summarized in Table 2, slightly more than two thirds (68%) of the pre-school teachers pointed out that presence of natural features such as bushes, grass, trees in the playground can discourage preschool children participation in outdoor activities. As well another majority (77%) of the teachers stated that there is need for awareness creation on the need for natural features settings that should precede school or community playground initiatives so as to encourage preschool children participation in the outdoor activities. However, more than half (58%) of the respondents were affirmative that preschool children have been denied the right to play in a healthy, safe or secure and nurturing environment in Ekerenyo division while nearly a third (32%) of them felt otherwise. A vast majority (82%) of the pre-school teachers

were in consensus that the playgrounds are large enough for the number of children in the pre-school to play and run around safely in Ekerenyo division.

On whether too large or poorly designed playgrounds lead to reduced attention span, more supervision, noise, and confusion among preschool children, two thirds (66%) of the study respondents were in agreement. Although more than a third (38%) of the pre-school teachers stated that school playgrounds in Ekerenyo division are marked to separate play areas into activity and equipment-based areas, nearly two thirds (62%) of them disagreed. An overwhelming majority (88%) of the pre-school teachers were in opinion that major playground maintenance affects the physical activity among preschool children in Ekerenyo. Another more than two thirds (72%) of them were affirmative that the topography of the playground influences preschool's children physical activities. Thus, this implies that the status of the playground has an influence on pre-school children participation in outdoor activities.

3.4 Condition of the Play Equipment

The third objective of the study was to assess the influence of playing equipment conditions on pre-school children participation in outdoor activities in Ekerenyo division, in Nyamira County. Table 3 shows the responses of the pre-school teacher on various items of condition of the play equipment.

Table 3

Teachers' Response on Condition of the Play Equipment

Statement	SA	A	N	D	SD
Preschool children enjoys more on loose sports equipment like skipping ropes playing balls than fixed playground equipment;	16%	42%	6%	24%	12%
Fixed equipment, sporting equipment, and high intensity activities like sprinting facilitate children's active play in the playground;	10%	25%	_	55%	10%
Children's playground composed of age appropriate equipment scaled to their sizes encourages the preschool children participation in in outdoor activities;	24%	62%	_	12%	2%

	28%	54%	4%	9%	5%
Children always feel safe when the play equipment and materials are appropriate and able to challenge their physical and intellectual capacities to meet their individual needs;					
The arrangement of the equipment is crucial to enhancing children's safety in the playground;	34%	52%	2%	10%	2%
Children often perceive the built environment such as sporting facilities, adventurous equipment, and fixed playground equipment as an encouragement to active play on school playgrounds;	19%	53%	_	12%	16%

N = 137

As indicated in Table 3, more than half (58%) of the pre-school teachers agreed that preschool children enjoys more on loose sports equipment like skipping ropes playing balls than fixed playground equipment. Only 26% of them in a contrary opinion while nearly two thirds (65%) of the teachers supported that fixed equipment, sporting equipment, and high intensity activities like sprinting facilitate children's active play in the playground. In another instance, a vast majority (86%) of the pre-school teachers agreed that children's playground composed of age appropriate equipment scaled to their sizes encourages the preschool children participation in in outdoor activities.

In the same line, when the study respondents were asked to indicate whether children always feel safe when the play equipment and materials are appropriate and able to challenge their physical and intellectual capacities to meet their individual needs, an overwhelming majority (82%) of them were in agreement while only 14% of them felt otherwise. Further, a vast majority (86%) of the pre-school teachers were in consensus that the arrangement of the equipment is crucial to enhancing children's safety in the playground. Another majority (72%) of the respondents were in opinion that children often perceive the built environment such as sporting facilities, adventurous equipment, and fixed playground equipment as an encouragement to active play on school playgrounds. Thus, the condition of the play equipment in the playground influences preschool children participation in outdoor activities.

3.5 Measurement of Pre-school Children Participation in outdoor Activities
The researcher picked out ten (10) schools out of 33 schools that took part in the study to establish the number of the preschool children that participated in outdoor activities. The

schools were selected basing on the playground safety measures: location of the playground, status of the playground and the condition of the playing equipment. Five schools out of the ten had good playground location, good status, and good condition of the playing equipment. On the other hand, the other five schools hand poor playground location, poor status, and poor condition of the playing equipment. Using the total marks scored in the school playground assessment, the researcher rated the playground safety as either good or poor.

The researcher investigated the number of pre-school children that participated in the playground activities in the schools that had good play ground safety and those that had poor playground safety. The average number of pre-school children in each of the pre-schools that were targeted by the study was 40 children per pre-school. Table 4 and Table 5 show the number of children that participated in the playground activities in schools with good playground safety and those with poor playground safety respectively, during lunch break for four days.

Table 4

Pre-School Children Participation in Schools with Good Playground Safety

Number of pre-school Children that participated in the playground outdoor activities

Name of Pre-School	Day 1	Day2	Day3	Day4
Sakwa	21	18	25	15
Mwancha	27	24	19	22
Enkinda	13	20	24	16
Gateway Academy	23	26	31	28
Rianyamage	25	33	29	27
Total	109	121	128	108
Average	22	24	26	22

As shown in Table 4, an average participation of the pre-school children in outdoor activities in the pre-schools with good playground safety: Sakwa, Mwancha, Enkinda, Gateway academy and Rianyamage was above half (20 children) of the total number of children (40) in every preschool. For instance, the average number of children that participated in playground activities on Monday, Tuesday, Wednesday and Thursday in the schools with good playground safety was: 22, 24, 26 and 22 respectively. Thus, the schools with a good playground safety had a high number of children participating in outdoor activities compared to the schools with poor playground safety.

Table 5

Pre-School Children Participation in Schools with Poor Playground Safety

Number of pre-school Children that participated in the playground
outdoor activities

Name of Pre-School	Day1	Day2	Day3	Day4
Kebabe	11	12	17	16
Esanige	20	16	21	19
Ekegoro	9	22	18	15
Magena marabou	13	21	28	23
Alpha Academy	18	24	25	22
Total	71	95	109	95
Average	14	19	22	19

From Table 5, the average participation of the pre-school children in outdoor activities in the preschools with poor playground safety Kebabe, Esanige, Ekegoro, Magena marabou and Alpha academy was below half (20 children) of the total number of children (40) in every pre-school. For instance, the average number of children that participated in playground activities on Monday, Tuesday, Wednesday and Thursday in the five schools with poor playground safety was: 14, 19, 22 and 19 respectively. Thus, schools with a playground that had good safety had a higher number of pre-school children participating in outdoor activities as compared to the schools with playgrounds with poor playground safety.

Hypotheses Testing

The researcher used multiple regression analysis to ascertain both the joint and relative influence of the three independent variables in this study on the dependent variable (pre-school children participation in outdoor activities). The regression model capturing the hypothesized relationship was as follows: $Y = \beta_0 + \beta_{1}x_1 + \beta_{2}x_2 + \beta_{3}x_3 + \varepsilon$ and where y = the level of pre-school children participation in outdoor activities, x_1 = the playground location, x_2 = the status of the playground, and x_3 = condition of the play equipment while ε is the error term. Tables 6, 7 and 8 depict the summary of multiple regression analysis.

Table 6

Multiple Regression Model Summaries

Model	R	R Square (R^2)	Adjusted R Square	Std. Error of the Estimate
1	.68a	.462	.431	.501
a. Predictors: (Constant), location of the playground, status of the playground and				

condition of the playground equipment

As shown in Table 6, *R* represents the multiple correlations coefficient. The *R*-value of 0.68 means that there is a strong relationship between playground safety and pre-school children participation in outdoor activities in Ekerenyo division. An *R*-squared value of 0.462 means that the independent variables (location of the playground, status of the playground and condition of the playground equipment) explain only 46.2 per cent of the variance in the pre-school children participation in outdoor activities. Other variables not included in the current study may have accounted for the remaining 53.8 % variance. Table 7 shows the Anova results and which ascertains the significance of the multiple regression model.

Table 7

Multiple Regression Model Significance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.212	3	9.071	51.834	.001[a]
	Residual	23.321	133	.175		
	Total	50.533	136			
a. Predictors: (Constant), location of the playground, status of the playground and condition of the playground equipment b. Dependent Variable: preschool children participation in outdoor activities						

The *F*-ratio in the ANOVA table tests whether the overall regression model is a good fit for the data. That is, the ANOVA shows whether the model, overall, results in a significantly good degree of prediction of the outcome variable. Table 7 shows that the joint independent variables statistically significantly predict the dependent variable, $F (3, 133) = 51.834$, $p <0.05$. In other words, the regression model was a good fit for the data. Table 8 captures the relative contribution of each independent variables on the dependent variable.

Table 8

Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		Sig.
1	(Constant)	2.515	.304		9.177	.000
	Location of the playground;	.651	.112	.640	2.11	.000
	Status of the	.761	.213	.720	2.187	.000

playground;					
Condition of the playground equipment;	.921	.012	.870	4.46	.000
a. Dependent Variable: Preschool children participation in outdoor activities					

Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: Y = 2.515 + 0.651 Location of the playground+ 0.761 status of the playground + 0.921 Condition of the playground equipment This shows that any additional unit in the score of location of the playground, the score of preschool children participation in outdoor activities increases by 0.651 units; a unit increase in the score of status of the playground, the score of preschool children participation in outdoor activities increases by 0.761 units and a unit increase in the score of condition of the playground equipment, the score of preschool children participation in outdoor activities increases by 0.921 units. Therefore, playground safety can be used to explain the variability in preschool children participation in outdoor activities among pre-school children in Ekerenyo Division, in Nyamira County. It can also be deduced from Table 8 that all the three independent variables had a significant influence on preschool children participation in outdoor activities ($p < 0.05$). The condition of the playground equipment was found to have the greatest influence ($\beta = 0.870$, $t(136) = 4.46$), followed by status of the playground ($\beta = 0.720$, $t(136) = 2.187$).

4. Discussion

A vast majority (92%) of the teachers supported that where the playgrounds are easily accessible; there is high children participation in outdoor activities. Thus, a playground location affects preschool children participation in outdoor activities. This finding concurs with Caro et al. (2016) finding that one of the factors that make a playground activity-friendly is its vicinity and accessibility. Majority (68%) of the teachers were affirmative that presence of natural features such as bushes, grass, trees in the playground can discourage preschool children participation in outdoor activities. This was occasioned by a number of cases where children disappeared during play. The finding was however, contrary Hyndman et al., (2012) that many children wish their physical environment provided more opportunities for active play on school playgrounds in Australia. For instance, in Australia, school playgrounds contain many natural features such bushy areas, grassed areas, trees, and ponds or streams as well as built structures that include but not limited to fixed playground equipment, playground markings, sports equipment, sandpits, shade sails, asphalt and concrete play areas (Chancellor 2013). Thus, if health and security hazards such as snakes and other dangerous animals, sharp objects, dangerous holes and presence of potential child traffickers are taken care of, natural features can safely be introduced and advocated for in Ekerenyo division playgrounds.

More than half of teachers (58 %) agreed that preschool children enjoys more on loose sports equipment like skipping ropes playing balls than fixed playground equipment. In the same line, researchers have observed that loose sports equipment, such as bats, balls, and skipping ropes, on the school playground, positively influences children's active play (Willenberg et al., 2009; McKenzie et al., 2010; Ridgers, Stratton & McKenzie, 2010). Nearly two thirds (64%) of the study respondents felt that the arrangement of the equipment is crucial to enhancing children's safety in the playground. The study finding concurs with a previous study that was carried out by Broekhuizen, Scholten and Vries (2014) that recommends young children's playground composed of age appropriate equipment scaled to their sizes, abilities and developmental level, for instance, handles should be smaller; bridges and platforms should be low and have guard rails and hand rails; slides should be short (under 4 feet), and stairs should have gradual (not steep) incline.

A playground like this provides opportunities for children to engage in activities that satisfy their inquisitive status and innate desire to discover and be creative. Further, teachers were affirmative that children often perceive the built environment such as sporting facilities, adventurous equipment, and fixed playground equipment as an encouragement to active play on school playgrounds. According Malone and Tranter (2013), children always feel safe when the play equipment and materials are appropriate and able to challenge their physical and intellectual capacities to meet their individual needs. Play equipment include play structures like bars and domes for climbing, sliding boards, ladders and parallel boards, knotted ropes, climbing poles, bridges, platforms and swings, walking boards, balance boards and sand boxes. This is an implication that the condition of the play equipment influences pre-school children participation in outdoor activities.

Conclusion

The study concludes that the level of children participation in outdoor activities in Ekerenyo division in Nyamira County depends on the location and status of playground, and the condition of playing equipment. It is therefore, unfortunate that some of preschools in Ekerenyo division lacked the essential play equipment while their playground were in disarray. Children in such schools are deprived of play and consequently miss the opportunity of maximizing the socialemotional, motor, linguistic and cognitive development as well as gaining self-care skills. The study recommends that school inspectors should ensure that preschools have safe play equipment through frequent supervision of schools.

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John Rawls on the Idea of Public Reason: an Enquiry into a

Philosophical Response to Political Absurdity

Author: Alex Masangu

St. Augustine University of Tanzania,
P.O. Box 307, Mwanza – Tanzania
Email: masanguag@hotmail.com

Abstract

A striving for a conception of reasonable political organisation presupposes an excellent understanding of the idea of public reason. Yes, such an idea concerns the fact of reasonable pluralism. Because such an idea is founded on political conceptions of justice, in its acquisition, the role of philosophy appears to be indispensable. Indeed, the question of what justice is, belongs distinctively to the realm of philosophical enquiry. This article examined the view that where the rule of political absurdity is ascertainable, a consideration of the idea of public reason proves to be a powerful rational device for identification of philosophical neediness, a necessary condition for acknowledgement of philosophy's irreplaceable role in human development. Structurally, the argumentation begins with an introduction which briefly states the significance of Rawls' account of the idea of public reason in any rigorous effort to enforce philosophy in human society. The introduction is followed by disclosure of Rawls' account of the idea of public of reason. The article concludes that, for a formation of the rational political body, the advocacy of philosophy is plausibly mandatory.

Keywords: public reason, political absurdity, introduction to philosophy, political philosophy, philosophical education

1. Introduction

Plausibly, any attempt to enforce philosophy in human society should start with the question of addressees" receptiveness to philosophy. Precisely, vigorous advocacy of philosophy must begin with a rational enquiry into necessary conditions for addressees" acceptance of philosophy. That occasions a look at Rawls" account of *the idea of public reason*. With it, he strives to show how best a reasonable pluralism is achievable. This article is an attempt to extend the affirmation that *identification of philosophical neediness* is one of the necessary conditions for addressees" understanding of philosophy"s unique role in human advancement, and such identification is at best attainable by disclosure of *the rule of absurdity* (Masangu, 2020). That rests on the conviction that where *the rule of political absurdity* is ascertainable, a consideration of *the idea*

of public reason seems to be a powerful rational device for addressees" acknowledgement of the permanent role of philosophy in human life.

Undoubtedly, human development presupposes not merely a political union, but a reasonable political union. Hence, as for political settings of human society, the striving for the best *idea of public reason* expresses an effort to avoid *the rule of political absurdity* or escape from it. For either end, one must admit to the urgency of an ascent of the human mind. To be sure, an excellent idea of *public reason* springs from rigorous thinking, in which philosophy plays a unique role.

Structurally, this introduction is followed by the exposition of Rawls" account of the idea of public reason. Four main issues constitute the exposition of *Rawls on the idea of public reason*: Threefold introductory remarks, the details Rawlsian account of *the idea of public reason*, closing remarks, and an emphasis on philosophy"s role in the rational conception of social justice. The last section is the conclusion, according to which the role of philosophy in any serious concern for the fact of reasonable pluralism is irreplaceable.

2. John Rawls on the idea of public reason

2.1 Introductory remarks

2.1.1 Concerning Mlingano Philosophical Advocacy Programme (MPAA)

Concerning the importance of philosophy, as a field of teaching and research, in the advancement of human lives, Makumba (2005, p. 14-15) asserts the following: "The relevance of philosophy is not always obvious to everyone. The role of philosophy in the development of human civilisation in general and for the realisation of the human individual in particular has on many occasions been questioned, ridiculed and sometimes even met with outright rejection altogether." Those statements suggest that a rigorous philosophical enterprise must always start with an enquiry into the problem of addressees" receptiveness to the philosophical mode of thinking. Corresponding to Makumba"s view, the American philosopher, Nicholas Rescher (2007, p. vii), writes, among other things, the following: "Metaphilosophy is philosophy"s poor and neglected cousin. Philosophers are on the whole too busy doing philosophy to take time to stand back and consider reflectively how the project itself actually works. And they tend to produce texts without too much consideration of how this looks from the standpoint of the consumer."

Mlingano Philosophical Advocacy Attempts (MPAA) is a research programme which deals with the problem of addressees" receptiveness to philosophy. Two reflection aspects constitute MPAA"s studies: *Construction of foundational introductions to philosophy* and *Construction of human philosophy*. The two aspects are a reaction to two reasons responsible for the obscurity of understanding the role of philosophy in human self-realisation, namely, the misconception of inner nature of philosophy for which philosophy itself is blameless, and the philosophy"s self-alienation through its stubborn refusal to speak to real people"s lives (Makumba, 2005). While a

foundational introduction reacts to the misconception, a human philosophy answers philosophy‟s self-alienation.

With a particular focus on Tanzanian intellectual context, MPAA seeks to uncover necessary conditions for addressees‟ rational acknowledgement of the irreplaceable role of philosophy in human development. In that regard, MPAA‟s inaugural study, which investigates into elements of a foundational introduction to philosophy, holds an *identification of philosophical neediness* as one of the necessary conditions. According to that study, such identification is at best attainable by disclosure of *the rule of absurdity* (Masangu, 2020).

2.1.2 The story of post-truth politics restated

MPAA‟s opening study uncovers, as a self-display of the rule of absurdity in Tanzanian intellectual context, amongst others, people‟s distrust of politics. *The story of post-truth politics* is the title given to the section which uncovers the named distrust. It is the story about people‟s everyday conception of the content of the term politics in Tanzania (Masangu, 2020).

Viewed from everyday people‟s understanding in Tanzania, the term *politics*, which should mean a desirable knowledge-centred public orientation, communicates mainly a public betrayal of truth, and as a result, a setback of public welfare. So, today in 2020 AD, the Swahili (the national language of Tanzania) phrase „*Ni siasa!'* (Translation: It is politics!) "expresses meaninglessness as viewed from something significant to the community" (Masangu, 2020, p. 95). The phrase also refers to public triviality. Indeed, people‟s day-to-day interactions in Tanzania accommodate a strong negative understanding of politics. Admittedly, the expression „*siasa ni mchezo mchafu'* (Translation: Politics is a dirty game) is integral to people‟s everyday understanding of the term politics.

Moreover, the Swahili term „*mwana-siasa'* (Translation: a politician) is frequently employed to refer, for instance, to a public hypocrite, a public liar; a person who says what he or she does not mean or intend. In short, in day-to-day people‟s interactions in Tanzania, the designations *political*, *politics* and *politician* are heavily loaded with negative connotations (Masangu, 2020). That is a story of post-truth or post-facts politics; an expression of the distrust of political bonds, and an account of a human social situation in which political arrangements seem to be disconnected from principled rational guides to actions. That is indeed an account of *the rule of political absurdity*.

To be sure, *the rule of political absurdity* in Tanzanian human societies has existential consequences, including political frustration, disorientation, disinterestedness, tiredness, and remoteness, to mention but a few (Masangu, 2020). Those are different names of manifestations of *a political stagnation* which is undoubtedly a threat to the political wellbeing of the nation. Nyerere (1966, p. 120) says: "A society like everything else must either move or stagnate – and in stagnation lies death." But what would *a political death* mean to a self-conscious nation? In truth, a political stagnation implies a stagnation of human development, and so, a political death

would mean the destruction of human civilisation. In that regard, it must be said that the fact of *political vitality* corresponds to the fact of reasonable pluralism.

2.1.3 Justice as the basis

Among many possibilities of social-political organisation, a thinking person would undoubtedly wish, love and choose, above all, to live in *a just society*. Yes, "justice is the first virtue of social institutions, as truth is of systems of thought" (Rawls, 1971, p.3). Hence, "a theory however elegant and economical must be rejected or revised if it is untrue; likewise laws and institutions no matter how efficient and well-arranged must be reformed or abolished if they are unjust" (Rawls, 1971, p. 3). Those assertions seem to reasonably affirm that, the rational conception of justice is an excellent basis for the establishment of the best idea of public reason. That fact is adequately attestable in the intellectual efforts of the US American moral and political philosopher John Rawls. Rawls, best known for his intellectual defence of egalitarian liberalism in his famous work *A Theory of Justice* (1971), discloses the idea of public reason which is wholly founded on the political conception of justice.

In his *A Theory of Justice*, Rawls presents namely "a theory of justice that works out a reasonable and practical political philosophical conception for just constitutional democratic society" (Lehning, 2009, p. 16). Centrally, Rawls conceives *justice as fairness*. For him, "the most just basic structure for a society is the one you would choose if you did not know what your particular role in that society"s system of cooperation was going to be" (Lovett, 2011, p.19). That expresses what Rawls refers to as *the original position argument*. That is about an envision of *the initial background* against which persons will reasonably and freely choose such and such conceived social-political arrangements (Rawls, 1971). It deserves note that, the designations *the basic structure of society* and *system of cooperation* are two essential conceptual building blocks of the Rawlsian conception of *justice as fairness*. The former refers to how "the major social institutions distribute fundamental rights and duties and determine the division of advantages from social cooperation" (Rawls, 1971, p. 7). For Rawls, the major social institutions are "the political constitution and the principal economic and social arrangements" (Rawls, 1971, p. 7). Rawls holds the basic structure of society as *the primary subject of justice* (Rawls, 1971). Also, as a further conceptual building block of *justice as fairness*, Rawls conceives society as a system of cooperation; a cooperative venture for mutual advantage (Rawls, 1971).

In Rawls" view, the *conflict of interests* is inherent to a human system of cooperation. Therefore, to settle or to avoid social difficulties arising from such conflict, principles of social justice are required. So, he uncovers two principles. The first principle states that: "Each person is to have an equal right to the most extensive scheme of equal basic liberties compatible with a similar scheme of liberties for others" (Rawls, 1999b, p. 58). The second principle of justice states that: "Social and economic inequalities are to be arranged so that they are both (a) reasonably expected to be to everyone"s advantage, and (b) attached to positions and offices open to all" (Rawls, 1971, p. 60).

Regarding the merits of Rawlsian conception of *justice as fairness*, one can listen, for example, to the following striking remarks: "John Rawls is the most significant and influential political and moral philosopher of the twentieth century. His work has profoundly shaped contemporary discussions of social, political, and economic justice in philosophy, law, political science, economics and other social disciplines" (Freeman, 2008, p. i).

Later, in his other major work *Political Liberalism* (1993), Rawls essentially updated ideas of his theory of justice. In *A Theory of Justice*, he holds a *well-ordered society* as being stable and somewhat homogenous in its fundamental moral convictions and in the understanding of what the good life is. On the contrary, in *Political Liberalism,* he sees the coexistence of a plurality of incompatible and irreconcilable doctrines within the framework of democratic institutions as being the defining feature or permanent condition of modern democratic society. A rising question for Rawls is how stable, and just society of free and equal citizens can live in harmony when divided by reasonable but incompatible doctrines? Accordingly, he employs *overlapping consensus* as a device for answering that question.

Admittedly, *Political Liberalism* is a vital addition to the high esteem of Rawls" conception of justice. Concerning its reception, the following example review remarks are worth listening: "Rawls"s great achievement in international thought was to restore the notion of justice to its proper place at the center of arguments about politics, the place that it had occupied at the very beginning of theorizing in Plato"s Republic. Justice is a necessary virtue of individuals both in their day-to-day conduct and in their personal relations, and it is the principal virtue of institutions and the social order" (Hampshire, 1993, August 12).

On such a highly valued conception of social justice, Rawls founds his conception of the idea of public reason. In truth, with such greatly esteemed basis, Rawls" idea of public reason plausibly appears to be an excellent companion to a striving for the best idea of the public reason within varied social-political contexts across the globe. It is in *Political Liberalism* (1993) that Rawls first developed his idea of public reason. In 1997 he released an updated version as an essay titled *The Idea of Public Reason Revisited*. Thus, this article follows the updated version.

For Rawls (1999a, p. 573), the public reason is "the fact of reasonable pluralism." The political organisation is a constant encounter of differing worldviews resulting from varying citizens" religious, social, educational and economic backgrounds, to name but a few. Those differences are indeed a foreseeable blockage of agreement or an approach of mutual understanding among the citizens. Because of that, citizens concerned "need to consider what kinds of reasons they may reasonably give one another when fundamental political questions are at stake" (Rawls, 1999a, p. 574). To adequately accomplish that, citizens indisputably need explicit knowledge of what the idea of public reason entails.

2.2 Details of Rawls' account of the idea of public reason

Four issues constitute the disclosure: The aspects of the idea of public reason, the public character of the idea, public reasoning, and ideal of public reason.

2.2.1 The aspects of the idea of public reason

Rawls conceives the idea of public reason as concerning how the political relation is to be understood. For him (1999a), such idea stipulates at the deepest level the fundamental moral and political values that should determine the relation of a constitutional democratic government to its citizens and their relation to one another.

Rawls puts forward five aspects which constitute the idea of public reason. The fundamental political questions to which the idea applies form the first aspect. For him (1999a), *the subject of public reason* is explicitly the essential political questions; the questions about fundamental political justice. The second aspect is the persons to whom such idea applies, namely, governmental officials and candidates for public office. According to Rawls (1999a), the idea of public reason does not apply to all political discussions of fundamental questions; it is limited to what he refers to as public political forum. He divides the forum into three parts: the discourse of judges in their decisions; the discourse of governmental officials, especially chief executives and legislators; and lastly, the discourse of candidates for public office and their campaign managers, especially in their public oratory, party platforms, and political statements. Distinct and separate from the public forum is what he calls the background culture or the culture of civil society. For Rawls, therefore, the idea of public reason does not apply to background culture (Rawls, 1999a).

The third aspect of the idea of public reason is its content as given by a family of reasonable political conceptions of justice. For Rawls (1999a), *the content* of public reason is given a family of political conceptions, not by a single one. In his terms, there are many liberalisms and related views, and therefore many forms of public reason specified by a family of reasonable political conceptions. Of these, *justice as fairness*, whatever its qualities, is but one (Rawls, 1999a). Consequently, for Rawls (1999a, p. 581), "a citizen engages in public reason when he or she deliberates within a framework of what he or she regards as the most reasonable political conception of justice, a conception that expresses political values that others, as free and equal citizens, might also reasonably be expected reasonably to endorse."

Accordingly, for John Rawls (1999a), the idea of public reason springs from a conception of democratic citizenship in a constitutional democracy. This fundamental political relation has, according to him, two features. The first feature is a relation of citizens within the basic structure of society. The second feature of democratic citizenship in a constitutional democracy is "the relation of free and equal citizens who exercise ultimate political power as a collective body" (Rawls, 1999a, p. 577). In Rawls" view (1999a), those two features immediately lead to the question of how, when constitutional essentials and matters of fundamental justice are at stake, citizens related in that manner, can be bound to honour the structure of their constitutional democratic regime and abide by the statutes and laws enacted under it. For Rawls (1999a, pp. 577-578), "the fact of reasonable pluralism raises this question all the more sharply since it

means that the differences between citizens arising from their comprehensive doctrines, religious and nonreligious, may be irreconcilable."

Moreover, Rawls (1999a, p. 578) asserts that, "citizens are reasonable when, viewing one another as free and equal in a system of social cooperation over generations, they are prepared to offer one another fair terms of cooperation according to what they consider the most reasonable conception of political justice; and when they agree to act on those terms, even at the cost of their own interests in particular situations, provided that the other citizens also accept those terms" The guiding norm here is what Rawls refers to as *the criterion of reciprocity* according to which citizens must reasonably suppose that all citizens can reasonably agree to the enforcement of a particular set of basic laws. For Rawls, the criterion of reciprocity requires that when the terms are proposed as the most reasonable terms of fair cooperation, those proposing them must also believe that others will accept them, as free and equal citizens, and not, for example, due dominated or manipulation (Rawls, 1999a). Of course, Rawls (1999a) admits to difficulties inherent in the citizens" striving for a common position. For him, citizens will indeed differ as to which conceptions of political justice they consider the most reasonable. Still, they will have the same opinion that all are reasonable, even if barely so.

The fourth aspect of the idea of public reason is the application of those *reasonable political conceptions* in the discussion of coercive norms to be enacted in the form of legitimate law for a democratic people (Rawls, 1999a). For Rawls (1999a), on the matter of fundamental justice, the legal enactment is legitimate law, if that enactment expresses the opinion of the majority of proper government officials adhering to public reason, and of all reasonable citizens who consider themselves ideally as if they were legislators following public reason.

The fifth aspect of public reason is citizens" checking that the principles derived from their conception of justice satisfy the criterion of reciprocity (Rawls, 1999a). Once more, according to *the criterion of reciprocity*, citizens must reasonably suppose that all citizens can reasonably agree to the enforcement of a particular set of basic laws. For Rawls, the criterion of reciprocity underlies the idea of political legitimacy which says their exercise of political power is proper only when they sincerely suppose that the reasons they would offer for their political actions – were they to state them as government officials – are sufficient, and they also reasonably believe that other citizens might also reasonably agree to those reasons (Rawls, 1999a).

2.2.2 The public character of such reason

Rawls unveils three ways which define the public feature of such reason. Firstly, as free and equal citizens accept the reason, it is the reason of the public. Secondly, its focus is the public good concerning questions of fundamental justice. Those questions are, in Rawls" view, of two kinds, that is, about constitutional fundamentals and matters basic justice. Thirdly, such reason is public since its nature and content are public. That is, it is being expressed in public reasoning by a family of reasonable conceptions of political justice reasonably believed to satisfy the criterion of reciprocity (Rawls, 1999a).

2.2.3 About public reasoning

Public reasoning refers to rational engagement with the fact of reasonable pluralism. According to Rawls (1999a), the objective of public reasoning is public justification. Public reasoning expresses citizens" appealing to political conceptions of justice – to their ideals and principles, standards and values –, and to ascertainable evidence and facts open to public view to reach conclusions about what citizens think are most reasonable political institutions and policies. For him (1999a), public reasoning is not merely valid reasoning, but argument addressed to fellow citizens. It proceeds correctly from premises citizens accept and suppose fellow citizens could reasonably agree to conclusions they think other citizens could also reasonably accept.

In Rawls" view (1999a), then, a characteristic of public reasoning is that it proceeds entirely within ideals and principles, standards and values of political conceptions. For him, examples of political values include those disclosed in the preamble to the Constitution of the United States: a perfect union, justice, domestic tranquillity, the common defence, the general welfare, and the blessings of liberty for our posterity and us. Additionally, he asserts that those values include under them other values, namely, for example, under justice equal liberties, equality of opportunity, ideals concerning the distribution of income and taxation and much more. Furthermore, according to him, the political values of public reason differ from other values in that they are realized in and characterise political institutions. Of course, Rawls is aware that other analogous values can characterise other social forms. Hence, for him, value is strictly political only when the social form is itself political; that is, when it is realized, say, in parts of the basic structure and its political and social institutions.

For Rawls (1999a), three features define political conceptions. First, their principles apply to the basic structure of society. Second, they can be presented independently from comprehensive doctrines of any kind. Of course, he admits that the comprehensive doctrines can support political conceptions through a reasonable *overlapping consensus* of such doctrines. The third feature of political conceptions is that they can be derived from fundamental ideas seen as embedded in the public political culture of a constitutional regime, for example, the conception of citizens as free and equal persons, and society as a fair system of cooperation.

Among many ideas of democracy, Rawls (1999a) considers a well-ordered constitutional democracy, also known as deliberative democracy, as a notable manifestation of *public reasoning at work*. For him (1999a), in the deliberative democracy, citizens believe that a discussion with fellow citizens may revise their political opinions. Hence, those opinions are not an unchanging result of their existing private or non-political interest. He sees that as the point where public reason is crucial, for it characterizes such citizens" reasoning concerning constitutional essentials and matters of basic justice.

2.2.4 The ideal of public reason

The fact of reasonable pluralism should eventually be the fact of sensible active political leadership. Distinct from the idea of public reason, as defined by the five aspects above, is what Rawls refers to as *ideal* of public reason. According to Rawls (1999a, p. 576), the ideal of public reason "is realized, or satisfied, whenever judges, legislators, chief executives, and other government officials, as well as candidates for public office, act from and follow the idea of public reason and explain to other citizens their reasons for supporting fundamental political positions in terms of the political conception of justice they regard as the most reasonable." In that way, they fulfil what Rawls (1999a) calls their duty of civility to another and other citizens. In his view, whether there is an ideal of public reason or not is continually ascertainable in the everyday"s speech and conduct of the government officials.

Furthermore, Rawls enquires into the question of whether citizens who are not government official can realize the ideal of public reason. For him (1999a, p. 577) "to answer this question, we say that ideally, citizens are to think of themselves as if they were legislators and ask themselves what statutes, supported by what reasons satisfying the criterion of reciprocity, they would think it most reasonable to enact." That applies especially to a representative government where citizens vote for a particular representative – chief executives, legislators and the like – and generally not for particular laws (Rawls, 1999a). Rawls (1999a, p. 577) emphasizes that "the disposition of citizens to view themselves as ideal legislators, and to repudiate government officials and candidates for public office who violate public reason, is one of the political and social roots of democracy, and is vital to its enduring strength and vigor." In that regard, "the citizens fulfill their duty of civility and support the idea of public reason by doing what they can to hold government officials to it" (Rawls, 1999a, p. 577). For Rawls (1999a), the duty of civility, like other political rights and duties, is an inherently moral obligation. For him, the moral status of the duty of civility must be emphasized, since to regard it as legal duty will be incompatible with freedom of speech.

2.3 Closing remarks on Rawls' conception of the idea of public reason

Given the broad details of Rawls" account of the idea of public reason, an extensive presentation of it will surely go beyond the scope of this article. Hence, a limitation to some points was inescapable. Nevertheless, I believe that the given exposition underscores satisfactorily what an excellent idea of public reason is. I further suppose that the explanations provided for choosing Rawls" conception of the idea public reason as the best companion to a striving for a reasonable conception of such idea are sensibly acceptable. Once more, Rawls founds his idea of public reason on a highly esteemed theory of justice.

Undoubtedly, the doctrines underlying basic structure of societies across the globe are manifold. Still, all converge in the fact of the urgency of a useful idea of public reason. That urgency arises sharply, in Rawls" view (1999a), when it is about a striving for a reasonable conception of democratic citizenship in a constitutional democracy. But more generally, such urgency arises vigorously where *the rule of political absurdity* is ascertainable.

From the presented Rawls" account of the idea of public reason, it should be apparent that any rational concern with the idea of public reason, must quickly lead to the question about its foundation: the reasonable political conceptions of justice. To emphasize, authentic engagement with the idea of public reason presupposes the availability of not merely political, but *rational* political conceptions of justice. But how are they achievable? It is precisely about this question that philosophical thinking is crucial.

2.4 Philosophy and the reasonableness of political conceptions of justice

Expressing his deep dissatisfaction about the situation of the political regimes of his times, one of the philosophers of all times, Plato, declares: "*At last I came to the conclusion that all existing states are badly governed and the condition of their laws practically incurable, without some miraculous remedy and the assistance of fortune; and I was forced to say, in praise of true philosophy, that from her height alone was it possible to discern what the nature of justice is, either in the state or in the individual, and that the ills of the human race would never end until either those who are sincerely and truly lovers of wisdom come into political power, or that rulers of our cities, by grace of God, learn true philosophy*" (Plato, Letter VII, 326a-326b).

Accordingly, it is remarked: "In 399 when a democratic court voted by a large majority of its five hundred and one jurors for Socrates" execution on an unjust charge of impiety, Plato concluded that all existing governments were bad and almost beyond redemption" (KorabKarpowicz, 2019, August 14). In Plato"s view above, a non-philosophical or antiphilosophical striving for a reasonable conception of justice is illusory, or precisely, it is absurd. For him, the conception of the nature of justice must grow, without exception, out of philosophical thinking. In that regard, the question worth answering is: What is that without which it is impossible to discern what nature of justice is? That question seeks principally to know a foundational meaning of philosophical thinking or philosophising. That is at best achievable by enquiring into defining features of philosophical thinking.

Rescher (2012, p. 2) asks: "What is it that makes someone who thinks, talks, and writes about matters of human interests a philosopher? And what is it that defines a body of discourse as philosophical?" According to Rescher, four features define philosophical thinking. The first thing which characterises philosophical thinking is the thematic engagement with what Rescher refers to as *the big questions or issues*. For him (2012, p. 2), "it is one thing to *deliberate* about human affairs, and something different and rather distinctive to *philosophize* about them. The political theorists, the economist, and the theologian all discuss matters of importance for what we humans think and do. But their deliberations do not thereby belong to philosophy as such." A philosophical deliberation must "be reliable to resolving those big questions of man"s place in the world"s scheme of things – matters which – like the nature and requisite of truth, knowledge, beauty, goodness, justice etc. – are of fundamental concern for intelligent beings who live in social interaction" (Rescher, 2012, p. 2).

Of course, for Rescher, philosophical discussions should not always deal with those *big issues* directly or explicitly. What is required, however, is *means-ends connectivity*. That is, a philosophical discussion must deal with issues whose resolution facilitates answers to questions which deal with problems whose answer facilitates etc. until at least one reaches issues that deal explicitly and immediately with those big questions themselves. In Rescher‟s view (2012), many times a philosophical discussion does not appear to be such, but it has this status only obliquely and non-explicitly. It is not directed at those *big issues* directly but only via a chain of means and filiation. For what it fulfils is to deal with a question whose answer is needed in its turn to resolve as a still further question, till finally a linkage to those big questions is achieved.

It deserves note that philosophy‟s commitment to big questions meets its unique role in the rational explanation of human realities. That uniqueness is best attestable, for example, by contrasting it with empirical sciences (*natural sciences*: e.g. physics, chemistry, biology, theoretical medicine, astronomy; *humanities*: e.g. history, religion, language and arts; *social sciences*: e.g. economics, political science, sociology, human geography). So, while empirical sciences answer questions like how quickly do bodies fall? At what temperature does copper melt? Philosophy answers questions like: What is a moral good? What is a human being? What is justice? The empirical sciences seek to explain empirical reality by empirical reality. On the contrary, philosophy seeks to uncover the ultimate conditions, causes and presupposition of the empirical reality. Those conditions, causes and presuppositions, which philosophical thinking seeks to disclose, are non-empirical because something empirical cannot explain something empirical ultimately. As a result, philosophy is referred to as fundamental science (Masangu, 2020).

Besides engagement with *big questions*, the other three defining features are its commitment to rational evidence, the normative concern, and the engagement with the tradition of philosophical thinking. It deserves note that, whereas *the engagement with big issues* is a subject-based feature, the other three are about *modus operandi* of philosophical thinking. Concerning the rational evidence, Rescher (2012, p. 2) asserts that "rational deliberation is crucial to philosophizing: merely giving opinions or proclaiming individual or alternative preferences or condemnations will not qualify as philosophical. The provision of supporting considerations for one‟s judgements is crucial to the enterprise." On normative concern, Rescher (2012, p. 3) says: "*Philosophy, properly coordinated, deals not with what people have said in the past or maintain in the present. Its concern, rather, is with what people should think and maintain with regard to these issues. The key concern of the enterprise is with cogent answers to the questions and good reasons for proposing them. [...] The philosopher must provide rationale for his claims – a manifold of good reasons why anyone, anywhere should accept them. The methodology of philosophy is the impersonal reason*." Regarding that, one must admit to the necessity of the universality of reasons. For Rescher (2012, p. 3), "philosophy cannot be grounded on individualized predilections or personal preferences. Only what can and should be seen to make sense for anyone in the circumstances will carry philosophical weight." That explains why the scope of philosophical thinking is strictly unaided human reason; a feature which distinguishes, for example, philosophy from theology. Indeed, both theology and philosophy seek to answer big questions by the use of

human reason. But while the theological reflection proceeds strictly within the context of divine revelation, the scope of the philosophical thinking is unaided human reason. That is the essential dissimilarity between philosophy and theology (Masangu, 2020).

According to Rescher (2012, p. 3), a good follow-up question is: "Why is it that philosophy pivots on reasoned inquiry?" He (2012, p. 3) says: "*The answer is that we are Homo sapiens, a rational animal. We do not want just answers to our questions, but answers that can satisfy the demands of our intelligence – answers that we can in good conscience regard as appropriate, as tenable and defensible. We are not content with answers people would like to have (psychologism) nor with answers that are theoretically available (possibility mongering). What we want is cogent guidance regarding which answers to adopt – which contentions are correct or at any rate plausible. And reason affords our prime standard in this regard.*"

The fourth key feature of philosophical thinking is engagement with the tradition of philosophical deliberations. Rescher (2012) reports that, for one to qualify as lying with the field of philosophical enquiries, one‟s discussions must have some enmeshment within the wider discussion-setting of the field. In Anzenbacher‟s view (2002), one learns to philosophise in dialogue with earlier philosophers. In truth, what Anzenbacher and Rescher take here is one of the different views regarding the question of the linkage between philosophy and its history. Note that some see no difference between philosophy and its history. And others overemphasize the actual conditions of the field (Rescher, 2012). So, for Anzenbacher and Rescher, "the history of philosophy is hermeneutically crucial for philosophizing. It is an indispensably useful resource for philosophical work" (Rescher, 2012, p. 4). In meeting normative concern, that is, "for determining what position one *should* take on a philosophical issue requires knowing what positions one *can* take and history of philosophy is an immensely useful resource here a treasure house of ideas and possibilities" (Rescher, 2012, p. 4).

3. Conclusion

Addressees‟ rational acknowledgement of the irreplaceable role of philosophy in human development is the first requirement for rigorous advocacy of philosophy. Thinking about how that can be achieved is thinking about the necessary conditions. Accordingly, from the exposition above the significant role of Rawls‟ account of the idea of public reason in reaffirming one the necessary conditions for addressees‟ receptiveness should be evident, namely in reaffirming the *addressees' acknowledgement of their philosophical neediness*. In truth, Rawls‟ conception of *the idea of public reason* is an adequate „tester‟ of rational conditions (reasonableness and absurdity) of political settings within a society. It is further a useful device for an establishment of reasonable pluralism. To be sure, an ascertainment of political absurdity is for a thinking person strong evidence of neediness of reasonable consideration of political issues.

Central to the Rawlsian conception of the idea of public reason is that such an idea is essentially founded on the political conceptions of justice. Therefore, the nature of political conceptions of

justice determines the rational status of a particular political body. Hence, striving for a useful idea of public reason requires a well-thought idea of social justice. It is at this point that the unique role of philosophy should be acknowledged. Once more, the question of what justice is, belongs distinctively to the realm of philosophical thinking. Admittedly, the exposition of Rawls" account of the idea of public reason is a noteworthy declaration that an earnest striving for reasonable political arrangement, the advocacy of philosophical mode of enquiry, for example through a well-planned philosophical education, is plausibly mandatory.

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