



AFRICAN RESEARCH JOURNAL OF EDUCATION AND SOCIAL SCIENCES

Vol. 6, Issue 2 2019



Edited By
Anthony MW | Karen Afandi

EDITORIAL NOTE

With great pride, we present this latest issue of our journal, showcasing a diverse array of research that spans multiple disciplines and addresses some of the most pressing issues in education, social sciences, and beyond. This edition stands as a testament to the collaborative spirit and intellectual rigor that define our scholarly community. We are deeply grateful to all the contributors, from authors to reviewers, whose dedication and expertise have made this publication possible. For those joining us for the first time, welcome to a platform where knowledge meets practice, and research drives meaningful change.

This issue features a wide range of studies that reflect the complexity and richness of the fields we explore. From the Catholic Church's role in pastoral counseling to combat domestic violence in Murang'a County, Kenya, to the constraints faced by principals in ensuring instructional quality in public secondary schools, the research presented here sheds light on both enduring and emerging challenges in our society. We also examine critical issues such as the effects of substance abuse awareness among university students, the impact of bullying on girls in Kajiado West, and the attitudes of English language learners in Kajiado County. Environmental concerns are addressed through a spatial analysis of solid waste management in Nairobi, while the diversity of indigenous woody trees in Kitutu Chache North Sub-County offers valuable insights into ecological conservation.

The issue further delves into social dynamics, exploring the vulnerability of female domestic workers in Nairobi and the ongoing Christian-Muslim dialogue aimed at fostering understanding and de-radicalization in Kenya. Educational themes continue with studies on the influence of examination-based teaching in Meru County, the role of mathematical English in learners' performance, and the implementation of preschool creative activities in Njoro, Nakuru County. Literary and pedagogical analyses round out this edition, with discussions on the inter-textual relationships in Swahili literature, the challenges of teaching economics in Uganda, and the learner support services in open and distance learning programs in Kenyan universities.

Each article in this issue contributes to a broader understanding of the challenges and opportunities we face in education, governance, social cohesion, and environmental sustainability. As you engage with these studies, we hope you find inspiration, insight, and a renewed commitment to the pursuit of knowledge and its application for the betterment of society. Thank you for your continued support and participation in our scholarly community. We look forward to future collaborations and the ongoing exchange of ideas that enrich our collective understanding.

TABLE OF CONTENTS

Catholic Church's Pastoral Counseling Role in Addressing Domestic Violence against Women in Marriage in Muranga County, Kenya.....	1
Constraints to the Principals' Instructional Quality Assurance Role in Public Secondary Schools in Kenya	11
Effect of Awareness on Substance Abuse among University Students in a Selected Private University in Kenya	20
Effects of Bullying on Victims' Behavior among Girls in Public Secondary Schools in Kajiado West, Kenya	31
English Language Learners' Attitude on Competence in English Grammar among Selected Secondary Schools in Kajiado County, Kenya	38
Essence of Environmental Governance in Solid Waste Management: A Spatial Analysis of the unplanned Dumpsites in Nairobi County	45
Examining the Diversity of Indigenous Woody Trees in Kitutu Chache.....	57
North Sub- County, Kenya	57
Factors Influencing the Vulnerability of Female Domestic Workers in Nairobi County.....	66
Historical and Contemporary Perspective of Christian-Muslim Dialogue: A Response to Historical Injustices and De-Radicalization in Kenya.....	77
Influence of Examination Based Teaching on the History Subject Discourse in Secondary Schools in Abogeta, Meru County, Kenya	87
Influence of Mathematical English on Performance of Standard Eight Learners in Public Primary Schools in Miriga Mieru, Meru County, Kenya.....	103
Influence of Selected Factors on the Level of Implementation of Preschool Creative Activities Curriculum in Njoro, Nakuru County, Kenya	118
Inter-textual Relation between the Epic of Fumo Liyongo, Kifo Kisimani and Mstahiki Meya	131
Teachers' Perspectives of the Challenges of Teaching Economics:	151
A Case Study of One Public Secondary School in Uganda	151
Teaching and Learning Needs as Learner Support Services offered in Open, Distance and E-Learning Programme in Selected Public Universities in Kenya.....	164

Catholic Church's Pastoral Counseling Role in Addressing Domestic Violence against Women in Marriage in Muranga County, Kenya

Author: Evan Njuguna Mburu

Kenyatta University
P.O Box 43844-00100 Nairobi – Kenya
Author E-mail: evannjuguna@gmail.com

Abstract

The main purpose of this study was to examine the role of pastoral counseling by the Catholic Church in addressing domestic violence against women in marriage, in Maragua Parish, Murang'a County. Survey research design was used in this study. The main respondents of this study population were the married couples. The target population for this study was 5420 Catholic church members. The sample size included 360 married couples from the parish. Random sampling procedure was used to arrive at the sample. The main research instruments used in the study was questionnaire. Quantitative data analysis procedure was used where data were analyzed and reported in frequencies and percentages and summarized using figures and tables. Quantitative analytical software, namely SPSS was used to process the data. The results showed that Catholic Church played a critical role in addressing domestic violence against women in marriage through increasing confidence and self-esteem among women. The study also took into account the contribution of the male members of the society, with a call to respect women and help create coexistence in the society. This study informs the role that faith based organizations could play in addressing gender based disparities in society.

Keywords: *Pastoral Counselling, Catholic Church's role in Addressing Domestic Violence, Violence against women, Women in Marriage*

INTRODUCTION

Domestic violence has been a common problem in most families worldwide, and the problem affects both men and women. It is unfortunate that women in most instances are the worst affected, since they tend to be defenseless and the magnitude of brutality that some of them go through greatly cause them serious physical harm and at times it gets fatal. This problem has been rampant in that civil societies have come up to sensitize the masses on the dangers and harm caused by domestic violence. Despite all the sensitization measures to curb the vice, there have been various barriers and challenges that have slowed the fight against the vice. One of the problems is that

most cases of domestic violence go unreported since most victims are often threatened while most of them do so for fear of being stigmatized, and this makes most of the women suffer in silence. In some societies, the violence is seen just as normal cases, and hence seriousness in fighting the vice is not taken seriously.

Sexual violence is one of the issues that make women be more prone to violence. Tjaden & Thoemes, (2010) reported that more women have reported sexual abuse than their male counterparts. According to the UK statistics, four out of ten women have experienced violence in one way or another at some point in their lives. In the US, about two million cases of violence against women are reported annually Abrahams & Pearlene (2002). This shows the extent if the problem, where it is a serious global issue that needs to be addressed as an urgent matter. Physical assault is also rampant in most cases. This comes in many forms such as deprivation of liberty, battering, and other abuses that result in physiological harm. Most of the abuses on women are caused by their male partners, either in marriage or at workplaces.

Inter-American Development Bank reported in 1999 that domestic violence affects not only families but also the economic growth of a country, as more money is channeled to handle cases such as healthcare, court cost police, etc., leading to financial losses Abrahams & Pearlene (2002). Other side effects of violence result in loss of lives among most women due to depression and harms from physical or physiological abuses (USAID, 2006).

In Kenya, most of the domestic abuses are reported in married couples. It also affected by sociocultural and religious backgrounds. According to the Kenya Demographic and health survey (KDHS), almost half of all women in Kenya have experienced some form of domestic violence since the age of 15 years. Different communities in Kenya handle domestic violence differently Kimuna & Djamba (2008). With regards to the Kikuyu culture, where this study was conducted, men are regarded as household heads and their roles in a family setup are well defined, these roles have over time allowed them to command respect within the larger community. Women, on the other hand, have their roles in a family setup, according to the Kikuyu customs, they are expected to be submissive to their husbands and on most occasions in the past, they were not allowed to participate in major decision-making processes and they were also limited to take up leadership roles in positions that were regarded as critical and involved major decision making within the community. Their major roles involved attending to the family's domestic chores and actively being involved in other lighter duties in a home. In case of the demise of the house-hold head, the eldest son would take over the father's roles as the leader of the family.

Like other places in the country and around the world, domestic violence is rampant in Murang'a County and among the Aguayo community. Women are the most affected victims of domestic abuse such as battering, rape, psychological and emotional abuse and limited participation in

elective leadership positions. In Maragua Sub County specifically, there were about 500 reported cases of domestic violence, of which 480 cases were violence against women, this was according to the department of Gender in Murang'a County.

Despite the rampant cases, various remedies to violence against women have been suggested. The church, being one of the most important domestic pillars in the Murang'a County, plays an important role in fighting against domestic violence. The church in Kenya is aimed not to bring separation, by trying to solve the disputes through arbitration, and not solve by encouraging the abused party to move away as this is seen as encouraging separation. However, the Catholic church bishops in the US advises that if a person is domestically violated in a marriage, they can move away, especially through formal means by seeking a divorce. They argue that violence and abuse are the main cause of marriage break up, but not the divorce (Coomaraswamy, 2005).

Therefore, the church teachings act plays important role in reconciling warring domestic parties. This ensures that violence cases are handled without causing further damages to the parties. Pope Fisher, Cullen, & Turner, (2002), acknowledged that domestic violence exists even in believers of the word of God and also in churches. However, he argued that where love prevails, the issue of domestic violence against women can be avoided and have an everlasting bond between husbands, wives and children. Churches in general, have a critical role to play in addressing domestic related violence. This study intended to examine the pastoral counselling role of the Catholic Church in addressing domestic violence against women in the context of Maragua Parish in Murang'a County, Kenya.

METHODOLOGY

The researcher used a survey research design to determine the role of pastoral counselling by the Catholic Church in addressing domestic violence in Maragua Parish. In the descriptive study, this study sought to establish how couples perceive the Catholic Church's pastoral counseling role in addressing Domestic Violence against women in marriage. Other methods used in the study included use of researcher's observation guide, data from primary and secondary sources. Survey research design was most appropriate because it secures evidence and describes situations the way they are thus helping to determine the necessary steps to be taken in order to effectively identify the pastoral counselling role played by the Catholic Church in addressing the vice of domestic violence. This research design was also preferred for this study because it explored in-depth the role of pastoral counselling role in addressing domestic violence specifically among Catholic couples.

The sample size for the study was 360, which was drawn from a target population of 5420 church members and leaders from 13 local churches in Maragua parish. Married respondents aged between 18- to 55 and above from Maragua parish as provided by the parish headquarters.

The study used questionnaire as the main data collection instruments. The researcher administered a structured questionnaire with open and closed ended questions. In closed ended questions, response categories were provided and respondents only needed to select a particular answer or answers. The questionnaires targeted the married church members and those with information about domestic violence. Questionnaires were the most convenient data collection instruments since they targeted a large number of respondents, and hence widening the scope of data collection from variety of the respondents within the parish. The researcher opted for this data collection tool due to its cost-efficiency; practicability; speedy results and accurate scientific analysis and prediction. This makes it saves time and other resources such as money, and human effort. The questionnaires are easy to understand as it is presumed that the research has targeted only the literate respondents.

RESULTS

Demographic Information

With regards to age, nearly half (46%) of the respondents were between the age of 26 to 35 years, while nearly a third (27%) of the respondents were between the age of 18 to 25 years. From the results analyzed these two categories of respondent's also experienced high number of domestic violence among couples. Respondents in young marriages were more likely to experience domestic violence and thus this age bracket was at a higher risk of experiencing cases of domestic violence.

Nearly half (43%) of the respondents had secondary school level of education, while 25% of them had basic primary school education. It was clear that the local community has embraced education as a measure of social growth and mobility as evidenced from respondent with tertiary (17%), graduate (5%) and post-graduate (10%) academic qualifications.

Respondents with a strong Catholic background and upbringing were practicing the religions tenets and principles, and they were very co-operative in terms of providing in-depth and comprehensive information on the research topic.

It was also observed that most of the respondents who confirmed to be members of small Christian community groups were effectively addressing and practicing the church's teachings. This helped

the couples to understand better other effective ways of addressing domestic quarrels and misunderstanding among couples just like the Catholic Church requires them to.

Catholic Church's Pastoral Counseling Role in Addressing Domestic Violence

The Catholic Church has been effective in laying the groundwork of reducing violence against women. A programme of action which entails a plan to reduce violence against women and children globally has been put in place (Brady, 2014). The social services arm of the Catholic Church has put up a secretariat charged with the mandate of ensuring reduced cases of violence against women. All countries whereby the Catholic Church has a presence have the benefit of having active programs geared towards reduction of violence against women.

According to Brady (2014), Church programmes that address domestic violence cases have been proven to accord faithfuls with skills and knowledge on how to better solve the issue of domestic related violence. Instances of reduced cases of violence against women have been reported in Eastern Europe and Australia occasioned by the undertaken activities. The study sought to find out the actual teachings undertaken by the Catholic Church in Maragua parish. Table 1 shows the Catholics' Church pastoral counseling role in addressing domestic violence against women.

Table 1
Role of pastoral counseling in addressing domestic violence against women

<u>Items</u>	SD		D		UD		A		SA	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pre-marital counseling programs carried out by the catholic church play a great role in addressing violence against women after marriage	-	30	80	34	19	-	40	-	31	-
The spiritual groups of YACA, CWA and SMA help cultivate respect and goodwill in the households reducing cases of domestic violence	-	20	-	40	51	4	-	100	70	-
Pastoral visits to the homes of parishioners helped reduce the cases of domestic violence in the parish	-	54	-	-	130	10	7	-	60	-
Marital counseling programs in the catholic church facilitates the reduction of violence against women	-	30	-	-	27	34	17	10	87	-
Appreciation of biblical teachings exalting the position of women reduces cases of violence in the households	-	20	-	-	-	34	100	10	131	-

Premarital counseling programme carried out by the Catholic Church did not play a great role in addressing violence against women after marriage. This was the position taken by most of the respondents during the study. It was an indication that despite the presence of premarital counseling programs geared towards equipping couples before they engaged in marital union, the practices of domestic violence still abound. It was an indication that the premarital counseling programs played an insignificant role in terms of facilitating the newly wedded couples not to engage in domestic violence once they settled in the marital union. It can thus be interpreted to mean that the premarital counseling programs had not realized the intended objectives of having harmonious coexistence in the households. Despite the premarital counseling programs by parishioners who had engaged in holy matrimony, cases of domestic violence were still evident in the local community.

Some of the respondents were of the view that premarital counseling programs carried out by the church had aided address cases of domestic violence in the households. The responses were a pointer to some couples greatly benefitting from the premarital counseling services provided to them at the advent of their marriages. It was an indication that some parishioners had evidence of households which had held together and greatly benefitted from the premarital counseling services programs. It can thus be interpreted to mean that some membership of the parish had derived benefits from the counseling services provided to them and this had facilitated harmonious coexistence and reduction of domestic violence cases in the community.

The findings by the study confirmed the position taken by Kimuna & Djamba (2008) who was of the view that often the Local Church of Kenya forms supportive groups to cater for the people's special needs in the Small Christian Communities. In the same breath, retroactive validation of marriage is a supportive means to persons wishing to enter into a fuller communion with the church by teaching them quality family life. Use of couple's power among parishes, sensitizing youth groups through inviting successful couples to talk to them, providing guidance and accompaniment to the couples after marriage also helps reduce cases of domestic violence among the church members. Proper formation of unmarried people planning to marry is equally a premise for harmonious marriages.

Most of the respondents were of the view that spiritual groups of Young Adults Catholic Association, Catholic Women Association and Catholic Men Association helped cultivate respect in the households reducing cases of domestic violence. The responses were a pointer to the situation whereby membership in the spiritual groups was viewed as an avenue of cultivating goodwill and mutual relations between the members. It was an indicator that the spiritual groups fostered cohesion among the members and individuals subscribing to the ideals of the spiritual groups strived to leave an indelible mark imprinted on the livelihoods of each other based on the association. The members thus worked towards being good examples and role models among their peers. This aspect played a very significant role in terms of deterring cases of domestic violence in the membership of the spiritual groups. It can thus be interpreted to mean that membership in the spiritual groups had a significant role in terms of reducing cases of domestic violence against women. The Small Christian Communities in Maragua Parish comprise of parishioners who frequently meet and discuss the catholic churches' teachings.

A very significant percentage of the respondents were of the view that membership into the spiritual groups had done little in terms of helping cultivate respect and goodwill in the households to the extent of reducing cases of domestic violence. The responses were reflective of a situation whereby there were known cases of domestic violence in the community perpetuated by individuals who were members of the spiritual groups in the church. It can thus be interpreted to mean that despite membership in the spiritual groups some parishioners still engaged in domestic

violence. Some insignificant numbers of the respondents were undecided on the attribute of spiritual groups helping cultivate respect and goodwill to the extent of helping reduce cases of domestic violence.

Pastoral visits to the homes of the members of the parish had helped reduce the cases of domestic violence. This was confirmed by most of the respondents who affirmed to the position. It was a testament to the fact that the priests engaged in pastoral visits to the homes of the parish members. It was a pointer to the fact that specific time was dedicated to engage in visitation practices to the homes of the parishioners by the priests to foster mutual interaction beyond the confines of the churches. It can thus be interpreted to mean that the priests dedicated time and reached out to the parishioners. This was with an aim of seeking to engage them at their homes and get to experience firsthand the challenges that they encountered and equally share with them on issues of life. The visits had a positive impact in terms of forestalling occurrence of domestic violence in the households.

Most of the respondents confirmed that pastoral counseling programs in the Catholic Church facilitated the reduction of violence against women. The responses vindicated the church as regards the capacity to dutifully engage the members in the activities geared towards building and strengthening the family units with an aim of reducing the domestic violence cases. This vindicated the church as regards the resolve and capacity to have proactive measures aimed at ensuring improved livelihoods of the membership and guarding against domestic violence. It can thus be interpreted to mean that the marital counseling programs in place had helped reduce the cases of domestic violence in the parish among the church members.

DISCUSSION

From the study results, there was high rate of prevalence of domestic violence against women among the Catholic Church faithful's of between 18-35 years. These category of married parishioners recorded higher cases of domestic violence due to a number of reasons including failure of using pastoral counselling as a way of settling family quarrels and communication challenges. Very few individuals indicated that they have never experienced first-hand domestic violence cases. One of the reasons that contributed to these cases of domestic violence was mainly alcoholism and substance abuse. Most women who have experienced domestic violence first hand stated frustrations from their spouses, and indicated that men have generally abandoned their duties and responsibilities in their respective families. This in turn has resulted to women going an extra mile to fend and provide all basic needs a family might require. The cases of abuse of women are also rampant in other places as (Clark, Everson-Rose, Alonso, Spencer, Brady, Resnick, & Suglia, (2014) argued that in South Africa, couples who entered into marriage unions

traditionally that had no religious backing that would effectively help mentor couples to sort out their domestic violence experienced frequent domestic violence.

The role of pastoral counseling by the church in addressing violence against women came out clearly as most respondents were in agreement that the Catholic Churches' structures have provisions that allow for effective domestic issues to be solved amicably. Pastoral counseling on violence against women has been a tool that the church has devised to discourage the vice. The church spreads the message of love in its teachings to the believers for instance through the senior youth groups, Catholic Women associations, Catholic Men Associations, The PMCs, Charismatic groups and other affiliated groups that comprise of different groups of parishioners. However, most of the respondent's view that lack of active participation by parishioners has equally affected the progress of addressing the challenge of domestic violence among women (Chebogut, & Ngeno, 2010). Despite this, the church still holds a significant role in addressing the gender violence against the women. There are strategies that can be put to address domestic violence against women in Maragua parish by advocating and empowering teachings against domestic violence. The response from the respondents was positive since they have hope in the church and have affirmed confidence on the role the church is playing in discouraging violence against women.

CONCLUSIONS

The Catholic Church has been effective in laying the groundwork of reducing violence against women. A programme of action which entails a plan to reduce violence against women and children globally has been put in place. Responses on effectiveness of the pastoral counseling programs in addressing gender based violence shows that most of the respondents (44%) were of the view that the pastoral counseling programs carried out were not effective in addressing gender based violence. The response stemmed from the fact that most of the respondents considered the effectiveness of the pastoral counseling programs to have been low. Who was of the view that the application of the golden rule as a human pedagogy becomes a paradigm of understanding the word of God by building confidence, familiarity and dignity of human person, created in the image of God, committed to intellectual and spiritual formation and destined to eternal union with God. The Catholic Church should constantly encourage enrollment and active participation of parishioners in groups such as the Small Christian Communities, Charismatic groups, CMA, CWA and the rest as a way of effectively offering pastoral counselling to the different target groups right from the young adults onwards. It is through this active participation by the church that virtues such as love, tolerance in marriage and effective communication can be inculcated among Catholic members in Murang'a Parish as a prerequisite for harmonious coexistence in respective family setups.

References

- Abrahams & Pearlene, R. (2002). *Women's understanding of the etiology of violence against women*. University of the Western Cape, Bellville.
- Chebogut, J. K & Ngeno, G. K (2010). The Effects of Domestic Violence in the Family in Kenya Association of Professional Counsellors Conference Safari Park 7th~9th September 2010.
- Clark, C. J., Everson-Rose, S. A., Alonso, A., Spencer, R. A., Brady, S. S., Resnick, M. D., ... & Suglia, S. F. (2014). Effect of partner violence in adolescence and young adulthood on blood pressure and incident hypertension. *PloS one*, 9(3), e92204.
- Coomaraswamy, R. (2005). Preface: Violence against women and 'crimes of honour'. In: Welchman, Lynn/Hossain, Sara (ed.): "Honour" - Crimes, paradigms and violence against women. London: Zed Books: xi.
- Curran, Charles E. (2008). *Catholic moral theology in the United States: a history*. Georgetown University Press, p. 214
- Devries, K. M., Child, J. C., Bacchus, L. J., Mak, J., Falder, G., Graham, K., ... & Heise, L. (2014). Intimate partner violence victimization and alcohol consumption in women: a systematic review and meta-analysis. *Addiction*, 109(3), 379-391.
- Fisher, B. S., Cullen, F. T., & Turner, M. G. (2002). Being pursued: Stalking victimization in a national study of college women. *Criminology & Public Policy*, 1(2), 257-308.
- Mugenda, A. (2003). *Research methods Quantitative and qualitative approaches by Mugenda*. Nairobi, Kenya.
- Kimuna, S. R., & Djamba, Y. K. (2008). Gender based violence: Correlates of physical and sexual wife abuse in Kenya. *Journal of family violence*, 23(5), 333-342.
- Tjaden, P., & Thoemes, N. (2010). Full report of the prevalence, incidence, and consequences of violence against women: findings from the National Violence Against Women Survey. National Institute of Justice, Office of Justice Programs and Center for Disease Control and Prevention, 2000. Consultado el 5 de marzo de 2003. *NCJ*, 183781.
- USAID. (2006) *Linking Gender-Based Violence Research to Practice in East, Central and Southern Africa*.
- Van, DH A. (2001) Domestic violence in South Africa. *Act Criminological* 14, no.

3. Wachege PN (1992). Africans Women Liberation a Man's Perspective. Nairobi. Industrial Printing Works.

**Constraints to the Principals' Instructional Quality Assurance Role
in Public Secondary Schools in Kenya**

Author: Justina Ndaita, Faculty of Education,
Kisii University College, Eldoret – Kenya | Email: ndaitaj@yahoo.com

Abstract

The principal's role is a significant factor in determining the overall quality and effectiveness of many schools worldwide. However, the full realization of their role is often than not constrained. This study examined the constraints to the principal's instructional quality assurance role in public secondary schools in Kitui West Sub-county, Kenya. The study employed a mixed research method, which included a survey and naturalistic designs. The sample included nine (9) schools, one hundred and thirty-eight (138) students, fifty-four (54) class teachers, nine (9) principals and two (2) District Quality Assurance and Standards Officers (DQASO). In total, they were two hundred and three respondents (203). Data collection instruments included questionnaires for students and teachers and interview guides for the principals and DQASOs. The collected data were analyzed using both quantitative and qualitative data analysis approaches. The quantitative data were processed using Statistical Package for Social Science (SPSS) to produce frequencies and percentages. Content analysis was used to analyze the qualitative. The study showed that the key constraints to the principal's quality assurance role were lack of adequate finances, inadequacy instructional resources, high teacher-student ratio, overloaded curriculum, lack of adequate government support and cooperation from school community.

Keywords: *Instructional quality assurance, Quality assurance role, Principal's role, School quality assurance, public school's quality, School effectiveness, Quality schools, Principal's instructional leadership, Kitui West District*

INTRODUCTION

The literature suggests that school principals are the chief instructional leaders of their schools whose leadership role is central to establishing and maintaining an effective school (Wanzare, 2013). As an instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning (Chell, 1995). This role can be summed up as principal's instructional quality assurance. Adebunmi and Saheed 2014 relate quality assurance to the

achievement of educational program standards which are established by institutions, professional organizations, and government.

In their pursuit of executing instructional quality assurance role in public secondary schools, the principals face major challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources and meeting teacher training and development needs. Other challenges include financial constraints, restrictive policies, and mismanagement of resources and lack of stakeholder support among others (Leu & Bryner, 2005). This study examined the major constraints facing the principals in instructional quality assurance role in public secondary schools with reference to Kitui West District in Kenya. The study gives recommendations that can be applied with varying degrees in secondary public schools by policy makers, school administrators and other stakeholders in education for effective management of secondary schools.

METHODOLOGY

The main purpose of this study was to examine the major challenges facing the principals in instructional quality assurance role in public secondary schools in Kitui West District in Kenya. This study employed a mixed research design, which included a survey and naturalistic designs. These designs were used in order to take into account large target population and the researcher's involvement in the natural setting of the study. Both quantitative and qualitative paradigms were also used. Survey design generated quantitative data from the questionnaire while naturalistic approach used interview method to generate qualitative data from the key informants who worked and lived in the site of the study. The sample included nine (9) schools in Kitui West District, one hundred and thirty-eight (138) students, fifty-four (54) class teachers, nine (9) principals and two (2) District Quality Assurance and Standards Officers (DQASO). In total, they were two hundred and three (203) respondents who participated in the study.

Data collection instruments which were used included questionnaire for students and teachers and interview guides for the principals and DQASOs. The collected data were analyzed using both quantitative and qualitative data analysis approaches. Statistical Package for Social Science (SPSS, Version 17) aided the process of data analysis. The quantitative data were computed to produce frequencies and percentages. On the other hand, content analysis was used to analyze qualitative data.

RESULTS

The results of this study are organized in selected research variables, namely challenges facing principals in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources, and in meeting teacher training and development needs.

Pedagogical Related Challenges Facing Principals

The study was interested in finding out the challenges facing principals in ensuring effective application of pedagogical skills in teaching and learning.

Table 1: *Pedagogical skills application challenges*

Challenges	Teachers		Students	
	F	%	F	%
Lack of adequate teaching and learning resources	24	45	38	28
Lack of cooperation from teachers and students	8	15	66	48
Heavy workload	12	22	-	-
Indiscipline among students	4	7	-	-
Qualified but incompetent teachers	4	7	-	-
Students don't evaluate teachers fearing the principal	-	-	6	4
Inadequate time to perform all pedagogical duties	-	-	22	16
Lack of supervisory personnel	2	4	6	4
Total	54	100	138	100

In execution of their elaborate and explicit function of effective application of pedagogical skills, this study found that school principals faced pedagogical related challenges in their quality assurance role. The study identified these challenges as inadequate teaching and learning resources as indicated by 45% of teachers who participated in the study and 28% of students. Another issue was lack of cooperation from and negligence by teachers and students. This was supported by 15% and 48% teachers and students respectively. The issue of heavy workload was another challenge which was cited by 22% of teachers in the study. Indiscipline among some students was reported by 7% of teachers. The problem of qualified but incompetent teachers was indicated by 7% of teachers as challenge too. A 16 per cent of students indicated that principals lacked adequate time to perform all pedagogical duties.

Principals on the other hand, reported that lack of cooperation by some teachers; limited resources and heavy workload were key challenges that hindered their efforts in ensuring effective application of pedagogical skills in teaching and learning in schools. On their part, DQASOs explained that the principals faced some level of resistance from some teachers and that they lacked supervisory personnel. Preparation of schemes of work and lesson plans and lack of teaching materials, were also noted as among the major challenges facing the principals in their pedagogical skills enhancement role in schools.

3.2 Challenges Facing Principals in Curriculum Implementation

Curriculum is central component in any teaching and learning process. Despite its central role, there are various challenges that principals face in curriculum implementation. Table 2 shows the distribution of teachers and students on the challenges facing principals as they try to ensure effective curriculum implementation in schools.

Table 2: *Curriculum implementation challenges in schools*

Challenges	Teachers		Students	
	F	%	F	%
Inadequate provision of teaching and learning resources	18	34	51	37
Inadequate teaching staff	12	22	9	7
Overloaded curriculum	11	20	20	14
Lack of cooperation students, teachers and parents	7	13	16	12
Lack of adherence to the set syllabus	-	-	18	13
Other challenges (understaffing, schemes of work preparation issues, huge scope of the syllabus)	6	11	24	17
Total	54	100	138	100

Slightly over a third of teachers (34%) indicated that the principals faced challenge of lack of adequate provision of teaching and learning resources. The same was echoed by another 37% of students.

Some 22% of teachers further indicated that the principals faced the problem of lack of adequate staff. However, only 7% of students who felt that understaffing was a problem facing principals in

curriculum implementation. Overloaded curriculum was cited by 20% of teachers as another problem which faced principals in curriculum implementation.

The principals on the other hand reported that they encountered the problem of understaffing, failure of teachers to prepare the schemes of work in good time, poor time management by teachers and students and huge scope of the syllabus. One of them explained that ‘failure to prepare schemes of work and records of work on time coupled with the poor time management by both teachers and students are the major curriculum implementation hindrances in my school. One of the DQASOs went on to point that the principals faced a number of challenges in curriculum implementation process. He explained that the effective implementation of curriculum was hindered by a bloated curriculum, over-enrolment of students in schools, lack of adequate instructional resources and inadequate teaching staff.

Challenges Facing Principals in Providing Teaching and Learning Resources

There is no effective learning that can take place without adequate instructional materials.

Table 3: *Challenges associated with the Teaching and learning resources*

Challenges	Teachers		Students	
	F	%	F	%
Lack of finance to acquire adequate resources	31	58	78	56
Frequent change in syllabus	11	20	16	12
Delay of funds by the government	7	13	-	-
Vandalizing of resources by students	-	-	18	13
Poor knowledge of students’ resources needs	-	-	14	10
Others challenges (delay in providing funds, loss of books, poor school facilities)	5	9	12	9
Total	54	100	138	100

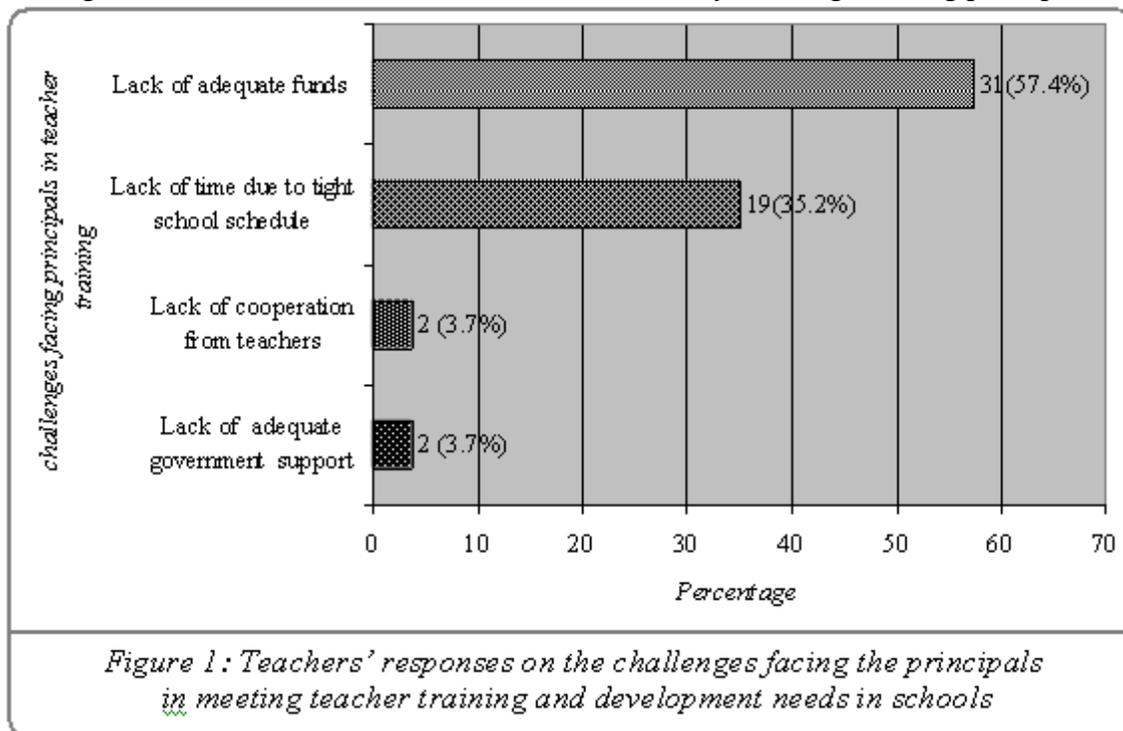
Most of teachers who participated in the study (58%) indicated that lack of finance to acquire adequate teaching and learning resources was one of the key challenges facing the principals. This was confirmed by almost the same percentage of students (56%). Frequent change of syllabus was another challenge that faced principals in their role of ensuring adequate teaching and learning resources in schools as indicated by 20% of teachers and supported by 12% of students respectively. Delay of funds by the government which affects the acquisition of teaching and

learning resources was another challenge that the principals faced as reported by 13% of teachers who took part in the study.

In response to the challenges faced by the principals while ensuring that there are adequate teaching and learning resources in schools, the principals reported that they encountered the problem of lack of adequate funds to acquire essential resources and delay of government in providing funds. There was also the problem of loss of books. DQASOs, on the other hand explained that there was lack of adequate funds to buy the instructional materials and inadequate school facilities.

Challenges Facing Principals in Meeting Teacher Training and Development Needs

Teachers, principals and DQASOs were asked to point out the kind of challenges that faced principals in trying to meet teacher training and development needs in public secondary schools. The Figure below shows teachers' distribution on the key challenges facing principals.



Lack of adequate funds was one of the key challenges facing the principals while trying to meet the teacher training and development needs as reported by 57.4% of teachers who took part in the study. The other challenge was lack of time due to tight school schedule as indicated by 35.2% of teachers. Thus the principals are not able to strike the balance between time and the teacher training

gaps. A couple of teachers, 3.7% reported that there was also lack of adequate government support for the principals to be able to meet teacher training and development needs. Lastly lack of cooperation from teachers was reported as a challenge by another 3.7% of teachers who participated in the study. During an interview, the principals also reported that they faced the same challenges as they try to meet teachers' training and developmental needs. In addition, DQASOs further added that the school principals lacked a well laid teacher training and development policy provisions to be able to meet teacher training and development needs.

DISCUSSION

The role of principals as the Quality Assurance leaders at school level cannot be underestimated. Leu and Bryner (2005) observe that the principal's role is a significant factor in determining overall quality and effectiveness of many schools worldwide. However, they noted that this important role is prone to a wide variety of challenges. This important leadership position can negatively be affected by such factors as: financial constraints, restrictive policies, mismanagement of resources, lack of stakeholder support among other factors. This observation is consistent with the findings of the current study which revealed that principals as a quality assurance leader face the numerous challenges including the challenges in ensuring effective application of pedagogical skills, curriculum implementation, provision of teaching and learning resources and meeting teacher training and development needs.

School heads in their quality assurance role are expected to ensure effective implementation of curriculum. However, the findings of the study indicate that they face various challenges including lack of cooperation from stakeholders, inadequate provision of teaching and learning resources, overloaded curriculum, failure of teachers to prepare the schemes of work in good time, a bloated curriculum and inadequate teaching staff. This study corroborates findings by Atieno & Simatwa (2012) who found that there are a number of challenges that school heads face in relation to curriculum implementation including lack of appropriate policies to enable effective curriculum implementation and poor or limited stakeholders' participation that contribute to insufficient implementation of the set curriculum. The role of Parent Teacher Associations cannot be overlooked in the quest for top quality learning. This is especially so in the rural public schools which have inadequate funds to run their operations. In such cases, parents, religious institutions or the surrounding community are instrumental in helping sustain operations of the school (Mosomi, 2008). Absence of such vital assistance means that the operations of learning institutions would be hampered thus leading to poor quality in service delivery. Co-operation between the school principal and other stakeholders ensures that systems applied in operations of the school are appropriate and effective in ensuring a high quality learning environment.

Adequate teaching and learning resources in a school is considered as a prerequisite for quality education thus a necessity for enhancing principal's role as instructional quality assurance in public

secondary school. According to Adebunmi and Saheed (2014), maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education. Thus, lack of adequate funds and government / stakeholders' support can further complicate the role of the school principals in ensuring adequate supply of teaching and learning resources. Lack of adequate teaching and learning resources can result to poor academic performance among students. According to Leu and Bryen (2005), failure to provide adequate and quality teaching and learning resources would be detrimental to delivery of high education standards. Failure to attain certain education standards as a result of school resource gaps is likely to further complicate the role of school principals.

Teacher training and development is another area of concern among school heads. Constant development in the world necessitates a regular updating of teaching skills. This would mean provision of training workshops or even facilitating teachers to go for further academic courses to improve on their skills. Various constraints however are likely to hamper the principal's efforts in trying to meet teacher training needs. Such constraints according to this study included lack of adequate funds, lack of time due to tight school schedule inadequate government support for the principals to be able to meet teacher training and development needs. Previous body of knowledge shows that lack of adequate funding can adversely education process. According to Mobegi, Ondigi and Oburu (2010), financial constraints remain one major challenge facing principals in their various instructional leadership roles in schools including teacher training and development needs.

CONCLUSION

This study has shown that there are major challenges facing the principals in instructional quality assurance role in public secondary schools in Kitui West District in Kenya that range from challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources to meeting teacher training and development needs. All the major challenges facing principals are linked to financial constraint. Thus, principals are unlikely to be effective in their instructional quality assurance role without putting in place sound financial empowerment framework in schools.

The research recommends that principals need to develop more reliable sources of funding that would not interfere with the main purpose of the learning institution. These funds if well managed will help address the identified major challenges in ensuring effective application of pedagogical skills, curriculum implementation, providing teaching and learning resources and meeting teacher training and development needs.

The study also recommends that the availability of funds should be supported by principal's effective management skills and maximum cooperation from teachers, parents, students and other

stakeholders in education. This will help principals to effectively overcome the major challenges facing them in instructional quality assurance role in public secondary schools.

Recommendation for further studies

The study only identified the major challenges facing the principals in instructional quality assurance role in public secondary schools without looking at the strategies of addressing them. Thus, there is need to carry out further research on the strategies of addressing the challenges for quality assurance and effective management of public secondary schools.

References

Adebunmi, F, and Saheed, O. (2014). Assessing Principals' Quality Assurance Strategies in Osun State Secondary Schools, Nigeria. *International Journal of Instruction, Vol.7, No.1.*

Chell, J. (1995). *Introducing Principals to the Role of Instructional Leadership*, University of Regina

Leu, E., & Bryner, K. (2005). Recruiting, Retaining and Training Secondary School Teachers and Principals in Sub Saharan Africa. *Working paper series – The World Bank, AED Global Education Centre* 6(8), 29-40.

Timilehin E, H (2010). Administering Secondary Schools in Nigeria for Quality Output in the 21st century: The principals' Challenge *European Journal of Educational Studies* 2(3), 2010 ISSN 1946-6331

Wanzare O., Z. (2013). Skills and attributes of instructional supervisors: Experience from Kenya. *Academic Journals Educational Research and Review*, .8 (24), DOI: 10.5897/ERR 12.05

Suggested Citation:

Ndaita, J. (2015). Constraints to the Principals' Instructional Quality Assurance Role in Public Secondary Schools in Kenya. *African Research Journal of Education and Social Sciences*, Vol., 2. Retrieved from <http://www.arjess.org/education-research/constraints-to-the-principals-instructional-quality-assurance-role-in-public-secondary-schools-in-kenya.pdf>

Effect of Awareness on Substance Abuse among University Students in a Selected Private University in Kenya

Author: Ann Kiriru

The Catholic University of Eastern Africa

P.O Box 62157 - 00200, Nairobi - Kenya

Author E-mail: akiriru@cuea.edu

Abstract

Drug and substance abuse has been on the increase and this has raised concern among most peers particularly in developing countries, where interventions towards addressing this vice have yielded little results. These vices have resulted to a number of high-risk behaviors such as engaging in crime, unprotected sexual intercourse, violence, destruction of property and poor academic performance. In essence, Universities in Kenya have been struggling with the problem of drug abuse like other universities in developed and developing countries. This study sought to assess of the effect of awareness on substance abuse among university students in Kenya in context of Catholic University of Eastern Africa. The study used a case study research design. The researcher found the design to effective because it is open to use of other approaches of analysis including both qualitative and quantitative approaches that the study intended to use. The target population of this study included all students of the selected Private University. The study used a sample of 184 subjects. Stratified random sampling and purposive sampling procedures were used to select the study sample population. A semi-structured questionnaire and an interview guide for key informant were used to collect data from the respondents. To test for reliability of the tool, the researcher piloted 10% of the sample (19) and which was not included in the final study. Split half method was used where a Cronbach's alpha of 0.77 was obtained thus qualifying the tool as reliable and acceptable. Content validity was used to validate the data collection tool. Data collected using the questionnaires was fed in statistical package of social science (SPSS) version 21, coded and analyzed into tables and figures. Descriptive data was presented using simple frequencies and percentages. The researcher used a Chi-square, to test the study hypothesis. The study found that there is a statistically significant impact of drug and substance abuse awareness among undergraduate students in the selected Private University ($p < .001$). The study concluded that drug abuse awareness in the institutions of higher learning reduces drug and substance abuse incidences among the undergraduate students. Therefore, there is a need to involve all the stakeholders including the school administration, lecturers, parents and the community around the institution in the effort to create awareness on harmful effects of drug abuse among the University students. The findings of this study can be used by future scholars in the field of education psychology to provide basis of related studies.

Keywords: *Substance abuse in Kenyan Universities, Drug abuse, Drug abuse awareness, Drug and substance abuse in Kenya.*

INTRODUCTION

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Psychoactive substances use can lead to dependence syndrome - a cluster of behavioral, cognitive, and physiological phenomena that develop after repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state (World Health Organization, 2011). The current trend of drug and substance abuse among the youth in the Universities is a major national concern, as it has been reported to pose derogatory effects on their health, academic performance and behaviors (Sambo, 2008).

Globally, the prevalence of drug and substance abuse has been on an increasing trend with an estimation of between 149-272 million people accounting to 3.3%-6% of the world total population aged 15-64 years abusing drugs and substances annually (United Nations Drug Control Programme, 2010). According to this report, a significant percentage (45%) of this population comprise of students in colleges and universities. Further, the same report indicated that 2.5 million people die each year from alcohol related complications and that university students accounted for 30% of this population. The rate of drug abuse is considerably high in universities worldwide (Atwoli, Mungla, & Ndungu, 2011; UNDCP, 2010). According to Riley Cook (2012) the most widely abused drugs among students are alcohol, tobacco, marijuana, opium and its derivatives, cocaine and heroin.

In Africa, the problem of drug abuse among students has been a constant presence for years. In Nigeria for instance, abuse of drugs such as alcohol, tobacco, bhang and Khat have been on the increase among college and University students with varying prevalence rates found for both overall and specific drug of abuse (Oshodi, Aina & Anajole, 2010; Abasiubong, Alphonsus & Uwemendimbuk, 2012). South Africa is another state that has been badly affected by the issues of drug and substance abuse (International Narcotics Control Board, 2003; WHO, 2011). In Tanzania a study by (Simbee, 2012) revealed that in Dar-es-Saalam, the prevalence of current drug abuse among students was 5.1% and that the abuse was higher by 6.2% among male students compared to female students, 3.9%. The same study revealed that 39.7% of students abused drugs daily, 10.8% once in a month and 8.6% abused drugs more than three times in a year.

Alcohol and drug abuse has also infiltrated the society, with the youth and young adults being the most affected groups. Drugs and substances abuse is a major social problem in Kenya (NACADA, 2012). Half of drug abusers in Kenya are aged between 16-28 years with over 60% residing in urban areas and 21% in rural areas (UNODC, 2012). The most commonly abused drugs in Kenya are alcohol, tobacco, bhang (marijuana), glue, Mira (khat) and psychotropic drugs (NACADA, 2004). According to (Lukoye *et al.* 2010) highlighted the negative effects attributed to alcohol and other substance abuse by the respondents among college students in Eldoret, included quarrels and fights, loss and damage to property, regretted sex, unprotected sex, and medical problem.

Among the many factors influencing drugs and substances abuse among University students is weak awareness creation on the consequences of abusing drugs and other substances presumably would help to reduce these incidences. Other associated factors may include but not limited to: socio-economic factors, demographic factors, technological factors, peer pressure and policy implementation factors (Ngesu, Ndiku & Masese, 2008). In essence, drug and substance abuse menace has strangled students reducing them to dummies, zombies and drooling figures as well as wasting their lives at the age which they are most needed in the society (Ngesu, Ndiku & Masese, 2008). Thus, it is against this background that the study sought to examine the effect of awareness on substance abuse among university students, with reference to a selected private university in Kenya.

METHODOLOGY

The study used a case study research design. A good case study uses a number of different research tools to increase validity (Davies & Beaumont, 2011). Similarly, Yin (2003) argues that a case study research allows the researcher to get a rich blend of data for the study. In essence, a case study research can use both qualitative and quantitative approaches and different data collection instruments such as questionnaire, interview guide, and document analysis among other tools. Additionally, Davies and Beaumont (2011) maintained that in a case study research, a researcher should aim to triangulate the instruments or techniques in order to provide different views of the case. This avoids the problem of observer bias; choosing the instrument to measure what you want to see and not what is really there. Thus, the researcher found a case study design to be effective because it helped to answer the research questions from both qualitative and quantitative viewpoints, thus enhancing deeper understanding of influence of awareness on substance abuse among university students in Kenya, in context of one selected private University.

The target population of this study included all students of the private University; this included 1000 students. The study used (Nassiuma, 2000) finite population sample computation formula

to arrive at a study sample of 184 subjects. Questionnaire and interview guide was used in research data collection process. Stratified random sampling procedure was used to group students basing of their faculties (Education, Commerce, Science, and Art & Social Sciences). Further, the researcher used simple random sampling procedure to pick the study sample from all the five faculties in the University. Further, purposive sampling technique was used to choose an administrative representative from the University that helped the researcher with qualitative data in an in-depth interview session. The key informant was selected on the basis of in-depth knowledge on drug and substance abuse, and years of experience in guidance and counselling department, in and outside the University. To test for reliability of the tool, the researcher piloted 10% of the sample (19) from the private University, and which was not included in the final study. Split half method was used where a Cronbach's alpha of 0.77 was obtained thus qualifying the tool as reliable and acceptable. On the other hand, content validity was used to validate the data collection tool.

All filled questionnaires were collected from the respondents for data analysis. By the help of statistical package of social science (SPSS) version 21, data from the questionnaire was input into the statistical package, coded and used to summarize research findings into tables and figures. Descriptive data was presented using simple frequencies and percentages. On the other hand, qualitative data obtained from the interview schedule was organized into themes basing on the study objective. The researcher triangulated quantitative data results from the questionnaire and qualitative data findings from interview schedule in order to provide different views of the case. Also the researcher used inferential statistics, Chi-square, to test the study hypotheses.

Since the researcher was a person genuinely concerned about other peoples' quality of life, the study considered people's rights and ethical issues in research throughout the whole research process. For this reason, the researcher strictly observed ethical and legal issues in research like the principle of confidentiality, anonymity, and acknowledgement of other people's input throughout the whole study. Additionally, the researcher acknowledged the inputs of other scholars to avoid plagiarism.

RESULTS

3.1 Demographic Characteristics

The researcher sought to establish the demographic characteristics of the study participants. With Regards to gender, nearly a third (64%) of the respondents was male while the remaining 36% were female. Nearly two-thirds (62%) of the respondents indicated that they first experienced drug and substance abuse when they were in first and second years of study. Nearly a half (48%) of the respondents had a past experience on drug and substance abuse.

3.2 Influence of Awareness on Drug and Substance abuse among University Students

The study sought to establish the influence of awareness on drug and substance abuse among students in University Campus. The researcher used the Likert scale to obtain the perceptions of the respondents towards the items listed in the data collection tool as shown in Table 1. The scale measures include: *5-Strongly agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly Agree*. The variables that had a mean greater than 3.0 represented ‘agree’ while those, which had a mean less than 3.0, represented ‘disagree’. Standard deviation was used to indicate the extent of variability of the responses. A standard deviation of less than 1.0 shows low variability while standard deviation with 2.0 and above shows high variability among the responses.

Table 1

Effect of Awareness on Substance Abuse among University Students

Statement	Mean	SD
Attendance of drug abuse awareness seminars by students reduce cases of drug abuse in the University;	4.4	2.9
Drugs abuse awareness has helped some students stop abusing drugs;	3.5	1.6
Some students have reduced the number of times they abuse drugs when they get aware of the consequences;	4.2	2.4
Drugs abuse awareness has reduced cases of drugs and substance abuse related accidents among students;	3.7	1.9
Drugs abuse awareness has reduced drugs abuse related deaths among students;	4.0	2.5
Drugs abuse awareness has reduced cases of indiscipline related to drugs abuse;	3.9	2.0
Drugs abuse awareness has reduced reported cases of health problems related to drugs abuse;	4.0	2.5
Drugs abuse awareness has reduced cases of violence among students;	4.2	2.4

As shown in Table 1, attendance of drug abuse awareness seminars by students reduced cases of drug abuse in the University (M=4.4; SD=2.9). Further, drug abuse awareness had helped some students stop abusing drugs (M=3.5; SD=1.6). This implies that if more awareness programmes

are encouraged in higher institutions of learning, cases of drug abuse among students can be diminished.

The study established that when the students are aware of the consequences associated with drug abuse, it reduced the number of times they abused drugs ($M=4.2$; $SD=2.4$). The study further revealed that drug abuse awareness among student had reduced cases of drug-abuse-related-accidents among the students ($M=3.7$; $SD=1.9$). This shows that if the universities and other institutions of higher learning are involved in drug awareness campaigns, the number of student who are victims of accidents associated with drug and substance abuse would gradually reduce. Additionally, increased drug and substance abuse awareness would help to minimize the frequency of drug and substance use among students.

The study further identified that drugs-abuse-awareness had reduced drug abuse related deaths among students ($M=4.0$; $SD=2.5$). In addition, drug-abuse-awareness had reduced indiscipline cases related to drug and substance abuse in the University Campuses ($M=3.9$; $SD=2.0$). This reveals that although the awareness, knowledge, practices and attitudes towards drug abuse awareness training is effective, more research is needed to develop effective drug abuse preventative strategies that will combine school-based interventions with those affecting the family, social institutions and the larger community.

Drug-abuse-awareness had reduced cases of reported health complications among the University students ($M=4.0$; $SD=2.5$). Results also indicated that drug-abuse-awareness had reduced cases of violence among students ($M=4.2$; $SD=2.4$). This shows that the more frequent students were made aware of the effects and consequences of drug and substance abuse, the more the harmful effects of drug and substance abuse, the less they will want to indulge in drug and substance abuse. Besides, the researcher noted that nearly all items on influence of awareness on alcohol and substance abuse among the undergraduate students in the private University had a standard deviation (SD) more than 2.0. This shows that the study participants' responses were scattered far and wide from the mean (3.0-neutral), thus, they either agreed or disagreed with the items on the influence of awareness on alcohol and substance abuse among undergraduate students in the private University.

On the other hand, the researcher took the key informant through an in-depth interview in order to gather deeper knowledge on the situation of substance abuse among the undergraduate students in the selected Private University. The key informant observed that:

...abuse of drugs and substances has been rampant in this university since it is located near a big city. As a result, the University administration was prompted to organize awareness seminar every semester which has so far proved to be efficient as some of the students are slowly seeking

help to deal with the addiction problems...through this and other efforts to reduce cases of drug abuse in the University, the students have come to understand the dangers of drug abused and the effects these that drug abuse have on their social and economic lives...this has helped them change their minds against drugs completely...additionally, awareness has been instrumental since a good number of students have reconsidered using drugs for fear of falling victims to the health related complications or fatal consequences like deaths...therefore, these programs are good and both Public and Private universities as well as secondary schools should consider creating awareness among their students in order to ensure that the students do not lose their lives in drug abuse.

Therefore, both quantitative and qualitative study findings are in agreement that drug and substance abuse campaigns among the undergraduate students in the Private University have minimized the drug abuse behaviors among the students. This implies that, if all the stakeholders are brought on board in the fight against drug abuse in the private University, drug and substance abuse can be managed at a higher margin. This can be achieved not only through awareness campaigns but also through other methods like guiding and counseling affected victims, controlled student budget by the parents, and eradication of drug selling points near the Universities among others.

3.3 Association Between Awareness and Substance Abuse among University Students

The study sought to establish whether there is a statistically significant association between drug abuse awareness and drug and substance abuse among undergraduate students in the private University. The Pearson's Chi-square was computed to establish whether the two variables are statistically significant ($P < .05$) and the results are presented as shown in Table 2. The following hypothesis was tested:

H₀: There is no statistically significant association between substance-abuse-awareness and substance abuse among undergraduate students in Private University;

H_A: There is statistically significant association between drug-abuse-awareness and drug and substance abuse among undergraduate students in Private University

Table 2

Chi square test for the association between awareness and substance abuse in university

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.118 ^a	9	.000
Likelihood Ratio	23.778	9	.010
Linear-by-Linear Association	.667	1	.227
N of Valid Cases	162		

A 0 cells (.0%) have expected count less than 5.

The minimum expected count is 5.24.

There is a statistically significant association between drug abuse awareness and drug and substance abuse among undergraduate students in private University since the p-value is smaller than the level of significance, $\chi^2 (9, N = 162) = 27.118, P < .001$. This implies that the study has enough evidence to reject the null hypothesis and to accept the alternative hypothesis. Thus, drug abuse awareness campaigns in the institutions of higher learning affects the drug and substance abuse behavior among the undergraduate students.

4.0 Discussion

The study findings showed students' attendance and participation in drug-abuse-awareness seminars highly reduced cases of drug abuse in the University Campus (M=4.4; SD=2.9). Respondents also indicated that drug-abuse-awareness has helped some students stop abusing drugs (M=3.5; SD=1.6). This concurs with a study conducted by (Boneli, Dew, Koenig, Rosmarin and Vasegh, 2012) in Kingston University in the United Kingdom that found that drug abuse awareness reduced the rate of drug abuse among students. However, a study carried out by (Tsvetkova, Natalia and Antonova, 2013) on the relationship between drug abuse awareness training and drug abuse prevalence rates among students in Universities from Sweden revealed that the more students attended drug abuse education programmes, the more they abused drug. This could be attributed to curiosity about influence of drugs among students who have never abused drugs and substances. Thus, there is need for continuous drug abuse awareness campaigns in the institutions of higher learning such as holding of drug abuse awareness seminars, workshops and peer discussion groups.

The study found that students were aware of the consequences associated with drug and substance abuse (M=4.2; SD=2.4), they can reduce the frequency of using drugs. This finding

was in line with a study conducted by (Bundy, 2010) on effects of academic drug education course on drug-related attitudes and behaviors among college students in Midwestern State University in USA that revealed that exposure to the drug abuse curriculum resulted to increased knowledge and more accurate normative perceptions of the prevalence of drug abuse among the students. This was found to reduce the incidences of drug abuse among the College students. In contrast, a study carried out by (Agbonghale and Okaka, 2014) in Nigeria to examine the perception of drug abuse awareness amongst undergraduates living off-campus revealed that the high level of awareness of drug abuse claimed by the students did not correlate well with both their ability to classify and identify those drugs. Further, the study indicated that although many students were aware of the negative consequences of drug abuse, there was no reduction in the abuse of drugs. Thus, there could be other underlying factors influencing drug and substance abuse among undergraduate students in University Campuses.

The study found that drug abuse awareness had reduced reported cases of health problems related to drugs abuse ($M=4.0$; $SD=2.5$). This finding was consistent with the study carried out by Vicary and Karshin (2013) which found that drug awareness campaign programmes in Kenya developed negative perception towards drug abuse, thus, making the students refrain themselves from abusing drugs. Therefore, the more students get knowledgeable on harmful health effects of drug and substance abuse, the less they are likely to abuse drugs.

5.0 Conclusions

The study concluded that awareness reduces incidences of drug and substance abuse among the undergraduate students in the private University. There is also need to involve all the stakeholders including the school administration, lecturers, parents and the community around the University in the effort to create awareness on harmful effects of drug abuse among the University students. This can be achieved by exposing the students to drug abuse education early in the University, modelling responsible behaviors concerning drug use among the students, instituting family rules, becoming more aware of youth culture, recognizing the early signs of drug abuse and by maintaining communication with the students on drug and substance addiction and how to refrain from drug abuse. The study recommends that the private University should ensure that the drug and substance abuse awareness campaigns are carried out in the University regularly and that a drug abuse prevention course should be taught to every student that passes in the University. This would reduce the prevalent of drug and substance abuse cases among undergraduate students in the Private University.

Since this was a case study research whose results cannot be generalized, the study recommends that future scholars should consider carrying out a survey instead of case studies on influence of

awareness on drug and substance abuse among undergraduate students in both private and public Universities in Kenya.

Drug-abuse-awareness seminars for students should be encouraged since they have a very big impact on the target population in this case the student's engagement in drug and substance abuse.

The consequences of drug abuse should be addressed so that they serve as lessons for those still indulging themselves in the vice.

References

- Abasiubong, F., Alphonsus, U., & Uwemendimbuk, S. (2013). Parental influence on substance use among young people in the Niger Delta Region, Nigeria. *African Journal of Drug and Alcohol Studies*, 11(1), 689- 795.
- Agbonghale, G., & Okaka, R. (2014). Perception of drug abuse awareness education amongst Nigerian undergraduate students. *British Journal of Education*, 7(3), 786-894.
- Atwoli, L., Munгла, P., Ndungu, N., Kinoti, C., & Ogot, E. (2011). Prevalence of substance use among college students in Eldoret, Western Kenya. *BMC Journal*, 11(1), 34- 90.
- Boneli, M., Dew, A., Koenig, K., Rosmarin, P. & Vasegh, R. (2012). Drug and substance abuse awareness among students of Kingston University, United Kingdom. *Journal of Clinical Psychopharmacology*, 28(7), 571-578.
- Bundy, C. (2010). Determining the effects of an academic drug abuse education course on Drug related attitudes and behaviors among college students. *Journal of the Royal Society of Medicine*, 44(4), 472-567.
- Davies, W. & Beaumont, T. (2011). *Case studies: Research methods*. Retrieved from https://library.unimelb.edu.au/__data/assets/pdf_file/0011/1924175/Casestudy_Research.pdf
- Lukpoye, J., Rono, J. & Nyaga. E., (2010). *Impact of use and Abuse of Alcohol on Human Resource Development in Kenya: A case Study of Moi University Students* (Unpublished Master's thesis, University of Nairobi).
- NACADA, (2012). *Report on Rapid Situation Assessment of drug and substance abuse in Kenya*. Nairobi. Government Printer.

-
- Ngesu, D., Ndiku, L. & Masese, G. (2012). Changes in college students' use and abuse of alcohol and in their attitudes toward drinking over the course of their college years. *Journal of Youth and adolescence*, 23(2), 251-269.
- Oshodi, Y., Aina, O., & Onajole, A. (2010). Substance use among secondary school students in an urban setting in Nigeria: Prevalence and associated factors. *Nigerian Medical journal*, 10(2), 23-53.
- Sambo, A. (2008). *Research Methods in Education*. Edo: Stirling-Horden Publishers. school students in an urban setting in Nigeria: Prevalence and associated. *Scientific and Technology Research*, 2 (2), 2277-8616.
- Simbee, G. (2012). Prevalence of substance use and psychosocial influencing factors. *Journal of Social Sciences*, 1(17), 162-167.
- United Nations Office on Drugs and Crime (UNODC, 2012). *Characteristics, patterns and driving factors in World Drug Report 2012*. Retrieved from [http://www.org/documents/data-analysis/WDR 2012/WDR -2012-chapter 2. Pdf](http://www.org/documents/data-analysis/WDR-2012/WDR-2012-chapter-2.pdf).
- Vicary, J., & Karshin, C. (2013). College alcohol abuse: A review of the problems, issues and prevention approaches. *Journal of Primary Prevention*, 22(3), 299 – 331.
- World Health Organisation (2011). *Drug abuse among adolescents: Reports published by the International Narcotics Control Board in 2003*. Geneva: Author.
- Yin, K. (2003). *Case study Research: Design and methods*. Retrieved from <http://www.madeiraedu.pt/LinkClick.aspx?fileticket=Fgm4GJWVTRs%3D&tabid=3004>.

Effects of Bullying on Victims' Behavior among Girls in Public Secondary

Schools in Kajiado West, Kenya

Authors: Eucabeth K. Manyibe and Jared Anyona

The Catholic University of Eastern Africa, P.O. Box 62157 – 00200, Nairobi – Kenya.

Corresponding Author E-mail: eucabethmanyibe@gmail.com

Abstract

A vast majority of students in the world are experiencing bullying in their schools and this remains a significant problem in the education system. The purpose of this study is to examine the effects of bullying on a victims' behavior among girls in public secondary schools in Kajiado West, Kenya. The study adopted a cross sectional survey design. The sample comprised of one hundred and eighteen students from the selected girl's schools in Kajiado West Sub County. Stratified random and simple random sampling procedures were used to arrive at the sample. The study used a questionnaire to collect quantitative data from the students. The validation of research instrument was done by subjecting the items in the questionnaire to a content validity. The reliability of a study was computed with the help of Statistical Package for Social Science (SPSS) using Cronbach's alpha. The analysis of data adopted quantitative approach. Quantitative data were analyzed using descriptive statistics. The study found that bullying has a number of effects on students' behavior. These include: irritability, poor concentration, poor performance, low self-esteem and panic attacks.

Keywords: *Students' bullying, bullying effects, Students' performance, Students' behavior*

1.0 INTRODUCTION

In a school setting bullying refers to repeated oppression, either physical or psychological, of a less powerful person by a more powerful person or group (Rigby, 2006). Bullying behavior is a serious problem among school-age children and adolescents; it has short- and long-term effects on the individual who is bullied, the individual who bullies, the individual who is bullied and bully's others, and the bystander present during the bullying event (National Academies of Sciences, 2016). There are various forms of bullying in a school set up that include: teasing, taunting, threatening, hitting and stealing of property belonging to the victim, or causing a student to be socially isolated through intentional exclusion (Limo, 2015). These manifest through multiple psychological effects on the victim that tampers with their feelings and

perceptions toward learning environment. some of these effects include but not limited to feeling irritable, feeling stressed and anxious, panicking, being depressed, and having suicidal thoughts.

Bullying has also affected the victim's ability and attitude to learn. For instance, Butler (2011) indicated that the victims of bullying develop poor concentration behavior that contributes to their poor academic performance. This results from victim's pre-occupation with strategies of escaping bullying or ways to cope up with it. Thus, many victims of bullying feel as though they cannot 'fit in' or are not accepted in the institution hence they opt to drop out of the school. This is a problem because the victims may lose an opportunity to advance their education that may possibly make a more successful life for them.

Bullying has consequentially resulted to poor inter-personal skills. Victims of bullying tend to be introverted; they prefer being isolated and have a difficult time making friends. For example, anytime someone gets bullied, they develop a strong mistrust to people that results to isolation and poor social relationships. The short-term effects of bullying can lead to social isolation, feelings of shame, sleep disturbance, changes in eating habits, low self-esteem, school avoidance, symptoms of anxiety, higher risk of illness and psychosomatic symptoms (stomach aches, headaches, muscle aches, other physical complaints with unknown medical cause) (Kowalski & Robin, 2011). On the hand long-term effects of bullying on the victim can contribute to chronic depression, anxiety disorders, post-traumatic stress disorder, self-destructive behavior and difficulty in establishing trust.

In Kenya both physical and psychological abuse are very common (Okwemba, 2018). The report further revealed that bullying mostly occurs when students are not supervised in the dormitories, playgrounds, corridors and on the way to and from school. As well bullying behavior can take roots when the victims are threatened by the perpetrators if they report the matter to the school administration or the discipline in-charge. According to Farrington (1993) most bullies occur among students in the same year or class. Despite the prevalence of bullying in schools in Kenya, little appears to have been done. Thus, this study intends to examine the effect of bullying on a victims' behavior among girls in public secondary school in Kajiado West, Kenya.

2.0 METHODOLOGY

This study adopted cross-sectional survey research design. A cross sectional survey design was found appropriate for getting information at one point in time to describe the current characteristics of the selected samples from each of the participants. The target population comprised of students from forms one to form four in the girl schools in Kajiado West Sub-

county. The Sub County has 27 secondary schools where 16 schools are public school and 11 private as reflected in the Sub County Education Office report of 2018. Both stratified random and simple random sampling procedures were used in the study. For a cross-sectional survey research, a sample of 10% to 20% of population is acceptable (Gay, Mills, & Airasian, 2009). This study had a sample of one hundred and eighteen students.

In regard to data collection instrument, this study adopted questionnaire as an instrument. The questionnaire was structured based on the main research question. For validity of research instruments, the items in the questionnaire were subjected to content validity. The researcher used split half method where the same instruments were administered to two groups of respondents at the same time. The two tests were taken simultaneously and the results were recorded. The results for the two tests were correlated and the deviations recorded. A Cronbach's alpha value of 0.84 was obtained through computation with the help of Statistical package for Social Science (SPSS). The tool was considered reliable since the alpha value falls between the recommended range of 0.7 to 0.9 (Ogula, 2006).

Data was analyzed with the help of SPSS, version 22. Descriptive statistics including percentages and frequencies were used to report the findings. As well the researcher observed the legal and ethical issues in research that include acquiring legal documents from the University and the Ministry and also obtained consent from the respondents before carrying out the study. Further, the principles of confidentiality, anonymity, volunteering, and acknowledging the input of others was observed.

3.0 RESULTS

3.1 Demographic characteristics

The researcher sought to establish the demographic characteristics of the study respondents. In regards to age of the students, the average age was 15.53 with the minimum age being 13 and a maximum age being 19. When asked about the population among the students, slightly above a third (35.3%) of the respondents were in form one and a small number (5.8%) of the respondents indicated they were in form four. In establishing who the student stayed with at home, the majority (75.5%) of the respondents indicated that they stayed with both parents whereas a small number (14.3%) and (10.2%) indicated that they stayed with only their mother and father respectively.

3.2 Effects of bullying on victims' behavior among girls

This study sought to examine the effects of bullying on victims' behavior among girls in public secondary school. The extent to which the respondents agree or disagree was weighed through a 5 point Likert scale. Table 1 summarizes the results obtained from the respondents.

Table 1

Effect of bullying on victim behavior among girls in public secondary school

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Feel irritable	Freq	54	28	8	16	9	115
	%	47.0	24.3	7.0	13.9	7.8	100
Feel stressed	Freq	55	35	7	12	6	115
	%	47.8	30.4	6.1	10.4	5.2	100
Suffer panic attacks	Freq	25	32	17	19	23	116
	%	21.6	27.6	14.7	16.4	19.8	100
Poor concentration	Freq	48	32	9	16	13	118
	%	40.7	27.1	7.6	13.6	11.0	100
Drop out of school	Freq	23	22	10	32	29	116
	%	19.8	19.0	8.6	27.6	25.0	100
Poor performance	Freq	37	31	12	21	16	117
	%	31.6	26.5	10.3	17.9	13.7	100
Lack of interest in appearance	Freq	46	34	9	17	10	116
	%	39.7	29.3	7.8	14.7	8.6	100
Have low self esteem	Freq	45	34	5	20	14	118
	%	38.1	28.8	4.2	16.9	11.9	100

As shown in Table 1, over two thirds (71.3%) of the respondents were in consensus that they felt irritated when bullied. On whether the respondents felt stressed when bullied, majority (78.2%) of them were in agreement. Another 49.2% of the respondents felt that bullied students had a tendency of developing panic after attacks.

With reference to whether bullying leads to poor concentration during class time among the affected students, 67.8% were of the view that it did. Over a third (38.4%) of respondents further indicated that bullying also led to drop out of school among the affected students.

With reference to whether bullying contributed to poor academic performance, more than half

(58.1%) of the respondents were in agreement that it did. Another 60% of the respondents confirmed that bullying developed a sense of lack of interest in personal appearance among the victims. Bullying also as indicated by 66.9% of the respondents led to low self-esteem among the victims.

4.0 DISCUSSION

From the findings, over two thirds (71.3%) of the respondents agreed that they felt irritated when bullied. This finding is in line with the study done by Randall (1997) that found that bullying is seen as a problem for students' in schools and most people never suspect the range, severity and depth of misery the victims experience daily. According to the findings, majority (78.2%) of them were in agreement that they felt stressed when bullied. This finding concur with the study conducted by Matthew, Newman, George, Holden and Yvonne Delville (2005) that suggests, isolation of the victims increases a number of psychological outcomes which leaves the victims suffering from chronic stress.

Nearly half (49.2%) of the respondents felt that bullied students have a tendency of developing panic after attacks. This was in line with Sherri (2018) who investigated that after prolonged exposure, victims of bullying can develop adverse reactions. Some victims of bullying will experience depression, eating disorders and even thoughts of suicide. As well, another two thirds (67.8%) of them were in opinion that bullying can lead to poor concentration behavior during class time. This was in line with Knishet *al.* (2014) that found out that bullied students develop fear of coming to school because they feel that they are unsafe thus contributing to poor concentration. On the other hand, slightly over a third (38.4%) of the respondents agreed that that bullying can result to drop out of school among the victims. This finding supported an observation made by Cornell (2010) that indicated, teasing and bullying at the high school level is a noteworthy problem that is connected to school dropout.

More than half (58.1%) of respondents were in agreement that bullying can contribute to poor academic performance. This concur with a study carried out by Cynthia (2014) that established that bullying impact on student's performance is either short or long term. A study by Butler (2011) conducted a survey study to find out how bullying affected the learning of bullying victims. In the same vein, Butler reported that 45% of girls who were bullied performed poorly in class work than their counterparts.

Slightly more than two thirds (66.9%) of the respondents agreed that bullying led to low self-esteem among the affected students. Victimization decreases one's self-esteem, and individuals who have low self-esteem are more likely to be targeted as victims (Justin, 2010). This implies that bullying have led to tensions among the victims that can lead to poor concentration in class,

school dropout and low self-esteem. This contributes to poor academic performance among the students in girl schools in Kajiado West Sub-county.

CONCLUSION

Based on the findings of the study, depression, irritability, stress, poor performance and low esteem could be associated with bullying in girls' public secondary schools in the Kajiado sub county. Thus, there is need to curb bullying issues in schools by coming up with strict measures so as to enhance learning behavior among students.

REFERENCES

- Butler, C. (2011). *Have you talked with a teacher yet? How helpline counsellors support young callers Being Bullied at School, Children & Society.*
- Cornell, D. (2010). Authoritative school discipline: High school practices associated with lower bullying and victimization article. *Journal of Educational Psychology, 34*(4), 345-352.
- Creswell, J., & Plano, V. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage.
- Cynthia, V. (2014). The effects of bullying on academic achievement. *Desarro. soc. no. 74, Bogotá, Segundo Semestre, 275-308.*
- Emily, J. H. (2016). *Reducing bullying and preventing dropout through student engagement: A prevention-focused lens for school-based family counselors.* Los Angeles, USA: California State University.
- Farrington, D. (1993). Understanding and preventing bullying. *Crime and justice, 17*(3), 381-458.
- Justin, W. (2010). *Self-Esteem and cyber bullying.* Retrieved from <https://cyberbullying.org/selfesteem-and-cyberbullying>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications* (9th edition). Upper Saddle River, New Jersey: Prentice Hall.

-
- Konishi, C., Hymel, S., Zumbo, B., & Li, Z. (2010). Do school bullying and student teacher and academic achievement. *Canadian Journal of School Psychology, 25*(1), 19-39.
- Kowalski, R. M., Limber, S. P., Limber, S., & Agatston, P. W. (2012). *Cyberbullying: Bullying in the digital age*. John Wiley & Sons.
- Limo, S. (2015). *Bulling among teenagers and its effects*. Retrieved from http://www.theseus.fi/bitstream/handle/10024/101538/Limo3_Steven.PDF.pdf;sequence=1
- Matthew, L.N, George W.H, Yvonne D. (2005). Isolation and the stress of being bullied. *Journal of Adolescence, 23*(5), 343-357.
- National Academies of Sciences (2016). *Preventing bullying through science, policy, and practice*. Washington, DC: The National Academies Press.
- Okwemba, A. (2018). *Bullying in the Kenya schools higher than the world rate: Africa women and child feature service*. Retrieved from <http://www.awcfs.org/index.php/component/k2/item/1474-bullying-in-kenyan-schools-higher-than-world-rate>
- Randall, P. E. (1997). *Adult bullying: Perpetrators and victims*. London: Routledge.
- Rigby, K., & Johnson, B. (2006). Expressed readiness of Australian schoolchildren to act as bystanders in support of children who are being bullied. *Educational psychology, 26*(3), 425-440.
- Sherri, G. (2018). *Bullying and anxiety: What is the connection?* Retrieved from <https://www.verywellfamily.com/bullying-and-anxiety-connection-460631>.
- Susan, B. (2013). *School is back and so being anxiety and bullying: Psychology today*. Retrieved from <https://www.verywellfamily.com/bullying-and-anxiety-connection-460631>

English Language Learners' Attitude on Competence in English Grammar among Selected Secondary Schools in Kajiado County, Kenya

Authors: Idongesit Umo-Udofia and Adam Andera

Department of Languages, Literature and Communication
Faculty of Arts and Social Science
Catholic University of Eastern Africa
P.O. Box 62157-00200 Nairobi-Kenya
Email of Corresponding Author: iddykoko@gmail.com

Abstract

The main purpose of this study was to examine English language learners' attitude towards competence in English grammar in selected secondary schools in Ngong Sub-County of Kajiado County. The specific objective that guided the study was to establish the kind of attitude English language learners have towards learning English grammar in secondary schools in Kajiado County. The study adopted a descriptive survey design. Six public secondary schools were selected and the sample for the study was 120 students. For the purposes of the study, the schools and the students were stratified based on gender and category of school. Random sampling technique was used to identify the study sample. To elicit responses, the study used a questionnaire as a tool of data collection. The responses, gathered from the data collected were ordered, coded, and analyzed using descriptive statistics. The study found that most students had a fairly positive attitude towards learning English grammar. The study recommended among other things that learners should be helped to understand that they have a responsibility towards learning. Hence the attitude they bring in to learning environment affects their learning outcome and so be encouraged to develop positive attitudes.

Keywords: *English Language Learners' Attitude, English Grammar Competence, School English competence, English grammar attitude*

1. Introduction

The ability to achieve grammatical competence, in English language is a major facet of language development and academic success among students at the secondary school level (Cook, 1994). It is at the heart of all human activity whether it be declaring war, writing a love poem or a prescription, sentencing a prisoner to life imprisonment, advertising soap powder, praying,

whatever their differences of motivation or seriousness, all would effectively be impossible without grammar. It provides the speaker with the needed structures to organize words and ideas in a comprehensible form. It is by using correct grammar that people communicate effectively and avoid misunderstandings. Therefore, developing competence is not just important for academic purposes but social purposes as well.

The learners' attitude, as a major factor affecting learning processes, may be implicit, consequently, has not attracted enough attention from stakeholders in education. It is thus important to consider the fact that learners contribute to their learning outcomes as a direct consequence of their perceptions about the subject matter. Thus, expressions of positive or negative feelings towards a language may affect the degree of difficulty one has and places on language. This is in line with Kara (2009) who asserts that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behavior and consequently on their competence. It is also believed that those students who have more positive beliefs about language learning are also more likely to have more positive attitudes that would enhance language learning.

Specific attention has been given to English in the context of this study because English language plays a vital role in the language situation in Kenya. Currently, it has the status of a national language and a compulsory subject in schools. It is rated same with Kiswahili and also the language of official institutions, of law courts, local and central government and education. English is not only a core subject, but also the language of instruction from primary four through secondary education, colleges and universities it is also the language of examinations in all school subjects except for other language subjects such as Kiswahili, German, French, and Arabic among others (Ongong'a et al., 2010).

It follows therefore, that mastery of English language enables one to excel in business, various professions and also enable one to communicate across tribal or racial lines. According to (Otieno, 1996). The continued importance of English language cannot be over emphasized. However, in spite of the important role played by English language and the various interventions put in, the level of competency displayed by a majority of students still leaves a lot to be desired. This study therefore seeks to explore learners' attitude towards English grammar in Kajiado County and will be helpful to language teachers to understand students' attitudes towards grammar in order to be able to help them achieve competency.

2. Methodology

This study adopted a descriptive survey design in order to study people's feelings, thinking and attitudes about specific aspects (Graziano & Raulin, 2009). Furthermore, since attitudes cannot

not be directly measured or observed, but would be inferred from certain cues which depicted the implicit nature of students' characteristics, the design therefore, provided quantitative as well as qualitative description for the study. The target population included form two and three students. Form two and three students were considered appropriate for this study because they had more exposure and interacted with secondary school language syllabus.

For the purpose of this study, the schools and the students were stratified on the basis of gender and category of school. The sample for this study therefore constituted 10% of the total number of secondary schools in the study area. Ary & Razariah (1972) argued that, 10 % to 20% of accessible population is acceptable in a descriptive research. Therefore, the study selected 6 schools for the study in category of public secondary schools in Ngong Sub County. These were selected from the 58 public secondary schools in the sub county. The total population of form two and three students from the six schools selected was 1,200 and the sample size calculated at 10% of 1,200= 120 participants in total were engaged in the study. The study then applied random sampling in selecting 60 boys and 60 girls as participants for the study.

A structured questionnaire was designed to elicit responses from the respondents on attitudes towards learning English grammar. All the respondents were expected to return answers in the form of a Likert scale. The responses were then organized, analyzed using descriptive statistical techniques in the form of frequencies and percentages and presented in a table.

3. Results and Discussion

The research objective sought to establish the attitude of learners towards learning English grammar as an aspect of a subject. Their level of agreement or disagreement was assessed through a 5 point Likert scale of 1 to 5 ranging from strongly agree to strongly disagree. Percentage figures obtained were used in making comparisons and conclusions. The attitude test results obtained from the study are summarized in Table 1.

Table 1

Distribution of responses regarding attitudes towards learning English Grammar

Item	N	SA %	A %	U %	D %	SD %
I like to study English grammar	120	32(26.7)	48(40%)	8(6.6%)	32(26.7)	-
I look forward to the time I spend in English grammar class	120	20 (16.7)	40(33.3)	32(26.7)	16(13.3)	12 (10)
The study of grammar is vital to master the English language properly	120	56(46.7)	44(26.7)	8 (6.6)	12(10)	-
Grammar helps us to learn the basic rules of English which we follow in language learning	120	48 (40)	56(46.7)	16(13.3)	-	-
I never use English anywhere else other than in school in my conversation	120	20 (16.7)	8 (6.6)	20(16.7)	36 (30)	36 (30)
In my opinion, English grammar is difficult and complicated to learn	120	12(10)	25(20.8)	31(25.8)	20(16.7)	32(26.7)
Grammar has too many rules for easy understanding	120	16(13.3)	44(36.7)	12 (10)	36(30)	12 (10)
I find homework in English grammar difficult	120	16(13.3)	17(14.2)	15(12.5)	36(30)	36(30)
I really have little interest in my English grammar class	120	12(10)	32(26.7)	16(13.3)	20(16.7)	40(33.3)
English grammar class is boring	120	28(23.3)	8 (6.6)	20(16.7)	20(16.7)	44(36.7)

Key: SA-strongly agree; A-agree; U- unsure; D-disagree; SD- Strongly disagree

According to Table 1, a little more than half of the respondents, (66.7%) indicated that they liked to study English grammar. Half of the respondents (50%) agreed that they looked forward to the time spent in the English grammar class, while another half (50%) agreed they were interested in their grammar class. In addition, the findings clearly reveal that close to two thirds of the respondents (73.4%) thought that grammar was vital to mastery of the language which highlighted that they were well aware of the place of grammar in second language learning in school and were willing to learn. According to the information in table 1, a little more than half of the respondents (60%) agreed that they use English language in onversations outside the classroom. This implies that for these learners there is a sense of pride in being able to communicate in English language. It is also clear from the table that half of the respondents (50%) agreed that grammar has too many rules for easy understanding. This is could be indicative that English grammar is stressful to learn hence a negative attitude towards it. However, it is encouraging to note that even though half of respondents (50%) agreed that grammar had too many rules for easy understanding, a little more than half (53.4%) of the respondents agreed that their grammar class was not boring. This is confirmed by (43.4%) of the respondents, who did not believe that English grammar is difficult and complicated to learn and another (60%) agreed that they did not find homework in grammar difficult.

The findings suggest that most of the learners have a fairly positive attitude towards learning English grammar. It also implies that learners who like English grammar, look forward to the grammar class, will most likely be participative in class and therefore have positive attitudes which is a recipe for attaining competence. This is because their positive attitude will help them continue learning even if they find grammar a difficult and stressful aspect of English language. The finding is consistent with Karahan (2007) who asserted that positive attitudes toward language allow learners have positive orientation towards learning English. In the same token for these learners who find the grammar classes boring, too many rules, there will not be any real positive effort towards learning. This finding is also in line with Kara (2009) who asserted that attitudes towards learning besides opinions and beliefs have an obvious influence on learners' behaviours and consequently on their competence. Consequently, attitudes form a very essential part in language learning as they seem to significantly influence learners' success or failure in their learning.

Conclusions

The findings of the study indicated that while most of the learners have a fairly positive attitude towards learning English grammar they were others who did not. For these learners with positive attitudes, this indicates willingness to learn. Conversely, for the learners with negative attitudes, their level of competency will leave a lot to be desired. Consequently, attitudes form a very essential part in language learning as they seem to significantly influence learners' success or failure in their learning. It is important that, learners be helped to understand that they have a personal responsibility towards learning. Hence the attitude they bring in to learning environment affects the outcome and so be encouraged to develop positive attitudes. In addition, there is also the need therefore for continued attention directed towards creating, developing and reinforcing positive attitudes towards English grammar and English language as a whole.

Teachers could also help change and shape learners' attitudes by adapting content to the learners' level of understanding and selecting methodologies that would make the class more interactive. They should also be role models by speaking to the learners in English and encouraging them to converse in English.

References

- Abidin, M.J.Z., Pour-Mohammad, M., & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 119-134.

-
- Akurugu, B.M. (2010). *The attitudes and perceptions of students about the study of English grammar: the case of selected students in northern region. M.Phil thesis.* Ghana: Kwame Nkrumah University of Science and Technology.
- Cook, V. (1994). *Universal grammar and the learning and teaching of second language.* Cambridge: Cambridge University Press.
- Dehbozorgi, E. (2012). Effects of attitude towards language learning and risk-taking on EFL student's proficiency. *International Journal of English Linguistics*, 2(2), 41-78.
- Du, X. (2009). The Affective filter in second language teaching. *Asian Social Science*, 162-165.
- Falk, J. (1978). *Linguistics and language: A survey of basic concepts and implications* (2nd Ed.). John Wiley and Sons
- Gardener, R. L. (1972). *Attitudes and motivation in second language learning.* Rowley, MA: Newbury House.
- Gardner, R. (2010). *Motivation and second language acquisition. The socio educational model.* New York: Peter Lang Publishing Inc.
- Grazing, A.M., & Raulin, M.L. (2009). *Research methods: A process of inquiry* (7th ed.). Boston, MS: Allyn & Bacon
- Hamidah, A.R., Azizah, R., Shah, R., Abdul, W.Faizah, M.N & Wan Z. (2017). Factors affecting motivation in language learning. *International Journal of Information and Education Technology*, 7(7) 543-546.
- Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*, 7, 73-87
- Kotut, J. (2016). *Factors influencing performance of English as a subject in Kenya certificate of primary education in Nakuru town, East sub- county, Kenya M.Ed. Thesis.* Nairobi: University of Nairobi.
- Krashen, S. (1981). *Second language acquisition and second language learning.* Oxford: Pergamon Press.

-
- Krashsen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Mommani, M. (2009). The Jordanian secondary stage students' achievement in reading comprehension according to them vies towards learning English as a foreign language. *Journal of Human Sciences*, 42, 1-36.
- Munir, F. & Rehman, A. (2015). Attitudes of secondary schools towards English as a foreign language: a case study at Lahore. *Pakistan International Journal of Research*, 2 (4) 637650.
- Mustafa, H.H, Muhammad, A.R., Hariyanto, A.& Syarifuddin, D. (2015). Students' attitudinal factors in learning English as a foreign language. *Journal of Language Teaching and Research*, 6 (6) 1187-1194.
- Otieno, A. (1996). *A study of teacher oral questions in English language classes in secondary schools of Nakuru District, Kenya*. M.Ed. Thesis. Nairobi: Kenyatta University.
- Ouya, J. (2015). *Socio- psychological factors influencing learning of English language among students in day secondary schools in Muhoroni sub-county, Kisumu County*. M.Ed. thesis. Nairobi: University of Nairobi.
- Padwick, A. (2010). *Attitudes towards English and varieties of English in globalizing India*. New Castle: University of Groningen.
- Shahzadi, A., Janjua, F. (2016). Pakistani ESL students' attitude towards English language grammar: A case study of University of Education Lahore. *Journal of Literature, Languages and Linguistics*, 20, 17-22.
- Shams, M. (2008). *Journal of Research and Reflections in Education*, 2, (2) 121 -144
- Spolsky, B. (2000). Language motivation revisited: Anniversary article. *Applied Linguistics*, 20 (2) 157-169.
- Wenden, A. (1991). *Learner strategies for learner autonomy*. London: Prentice Hall.
- Wu, K. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. *International Education Studies*, 3 (1) 174-191.

Wu, L. (2013). A study of factors affecting college students' use of ESI vocabulary learning strategies. *International Journal of Humanities and Social Sciences*, 3 (19) 202-208.

Essence of Environmental Governance in Solid Waste Management: A Spatial Analysis of the unplanned Dumpsites in Nairobi County

Authors: Gout Florence Akinyi¹, Kimata Dennis², Kweyu Raphael³

1. Wangari Maathai Institute for Peace and Environmental Studies, University of Nairobi
2. Wangari Maathai Institute for Peace and Environmental Studies, University of Nairobi
3. Kenyatta University, Nairobi, Kenya

* Corresponding Author E-mail: florence.akinyi@gmail.com

Abstract

In Nairobi County, rapid urban settlement patterns have been on the increase and this in turn results to stretching the existing resources. Due to this, the existing Solid Waste Management systems have resulted to the mushrooming of unplanned dumpsites. Environmental governance in solid waste management is becoming a key pillar in the proper waste management strategies and dominates the development discourse. This has been a constant challenge since public facilities such as dumpsites are not properly mapped by the relevant authorities. Most Nairobi County residents are not conscious of proper and well-maintained waste management systems. The purpose of this study was to explicate the essence of environmental governance in Solid Waste Management using spatial analysis to study why unplanned dumpsites are on the increase in Nairobi County. This study adopted a descriptive research design, and the study areas were the two hundred and seventy-seven unplanned dumpsites distributed across three main areas of study namely: Lavington and its environs, Embakasi and its environs and Kibera areas. Sampling was done through Spatial analysis, the data sources were mainly from Quick Bird images of 2003 and 2007, and WorldView-2 images of 2013 and 2017. Other secondary data used were Nairobi County boundary shape-file, Kenya rivers shape-file, Kenya roads shape-file and Kenya settlements shape-file they were all obtained from Survey of Kenya databases. This paper however recommends that urban planners in Nairobi County should play a key role in managing Solid Waste. This paper provides a platform for other researchers to conduct further investigation on the essence of Environmental governance to promote solid waste management in Nairobi County.

Keywords: *Solid Waste Management, Environmental governance, Unplanned dumpsites in Nairobi County, Environmental management spatial analysis, Solid waste management spatial analysis*

INTRODUCTION

Domestic and industrial waste generation continues to increase world-wide just as growth in consumption and the spur in urbanization. Notably in developed countries, per capita waste generation has increased nearly three-fold over the last two decades, which translates to five-six times higher than those in developing countries (UNEP, 2005). Developing countries for instance, have not effectively implemented measures that control mushrooming of dumpsites in urban cities (UNEP, 2005). Solid Waste Management (SWM) in most developing countries is predominantly characterized by inefficient collection methods, insufficient coverage of the collection system and improper disposal of municipal solid wastes. Funding for waste management is always inadequate, and real costs are never fully recovered (UNEP, 2005). Unplanned dumpsites in Nairobi city are growing in numbers and are due to poor garbage collection services offered by both the County government and other relevant service providers (Njoroge, Kimani & Ndunge, 2014). There is a consensus that the various aspects of good governance are crucial in addressing Solid Waste Management challenges in cities globally, especially in developing countries. Environmental governance incorporates rules, processes, and behavior by which interests are articulated, resources are managed, and power is exercised (Kazungu, 2010). This implies that governance structures include laws, regulations and policies that guide any process of environmental management. Thus, effective environmental governance frameworks of Solid waste management should include practical, implemented and well enforced laws and regulations (Henry, Yongsheng & Jun, 2006). There should exist proper integration and collective implementation of both local and international conventions, policies and environmental administrative structures that ensure efficiency of service delivery is not compromised (Guerrero, Maas & Hogland 2013). Institutions that are mandated with ensuring that proper values that govern Solid Waste Management within a decision making process of their nations and individuals (UNEP, 2016). Human activities generate waste which can be harmful to the environment, animals, plants and the ecosystem. However, only sound environmental governance can limit the damage done to the environment and reverse the mushrooming of unplanned dumpsites (Achere, 2012).

Environmental governance in Solid Waste Management addresses the inadequate infrastructure, financing, lack of clear roles and responsibilities of these authorities and uncollected and uncontrolled disposal of waste in public areas which have made the task more difficult, hence public health and sanitation is threatened by increased unplanned dumpsites (Muniafu & Otiato, 2010). Waste management systems in Africa currently are not well maintained at household level since thousands of tons of functional solid waste are generated daily end up in open dumps and wetlands, contaminating surface and ground water and posing major health hazards to human beings and the environment as illustrated by the spatial analysis of the unplanned dumpsites in Nairobi County (Chuen, Lim & Choong, 2011).

Waste management in Nairobi County is a perilous undertaking in that increasing urbanization, rural-urban migration; rising standards of living and rapid development associated with population growth have resulted in increased solid waste generation by industrial, domestic and other activities (Henry, Yongsheng & Jun, 2006). The increase in solid waste generation has not been accompanied by equivalent increase in the capacity of urban authorities to deal with this problem of mushrooming unplanned dumpsites. The proper management of waste has thus become one of the most pressing and challenging environmental problems in Nairobi (JICA, 2010). The inability of city authority to collect and dispose waste, has led to indiscriminate dumping which further contribute to poor sanitary conditions, and incidences of environment related health problems (Ikiara, 2006; Oyake, 2012). This study sought to examine the essence of environmental governance of Solid Waste Management that result to unplanned Dumpsites in Nairobi County.

2.0 METHODOLOGY

The study adopted a descriptive research design in order to provide a framework to examine current conditions, trends and status of events. Descriptive research design is more investigative and focuses on a particular variable factor. Data was collected in Nairobi County from existing high resolution Quick Bird images of 2003 and 2007, and WorldView-2 images of 2013 and 2017, both supplied by Digital Globe. These images were selected on the basis of their spatial resolution and cloud cover percentage. Quick Bird has a spatial resolution of 60 cm while WorldView-2 has 50 cm. The selected images had a cloud cover percentage of less than 10 per cent. Other secondary data used were Nairobi County boundary shape-file, Kenya rivers shape file, Kenya roads shape-file and Kenya settlements shape-file both of them from Survey of Kenya databases. Field reconnaissance was carried out to record and collect data on the exact ground locations of some of the unplanned dumping sites in Nairobi County. This data was collected by visiting the dumping sites and recording their ground coordinates in a handheld GPS unit. Ground coordinates of two hundred and seventy-seven unplanned dumping sites were collected and photographs of the sites taken. These images were composed of those acquired from 2003 to 2017. The 2003-2017 image acquisition periods were chosen because very high resolution satellite images that are suitable for dumping sites spatial analysis were only available from 2003.

Handheld GPS receiver was used to record the exact geographical locations of the different dumping sites that were subsequently used in helping to identify the corresponding dumping sites locations on the very high resolution satellite images. The digital camera was used to take photographs of all the dumping sites that were covered in the study. The shape-file of Nairobi City County was uploaded on the Digital Globe satellite image website for identification of the area of study. All satellite images covering the area of study were screened for suitability based on cloud cover and time interval between successive images.

3.0 RESULTS

The following were the results of the spatial analysis of the unplanned dumpsites in selected Nairobi neighborhoods. The results are presented in the following order: Spatial analysis of the study location; spatial analysis of the illegal dumpsites in Nairobi County for the period of 2003-2017 and Unplanned Dumping Sites patterns in Lavington, Embakasi, Kira and their environs.

3.1 Spatial Analysis of the Study Location

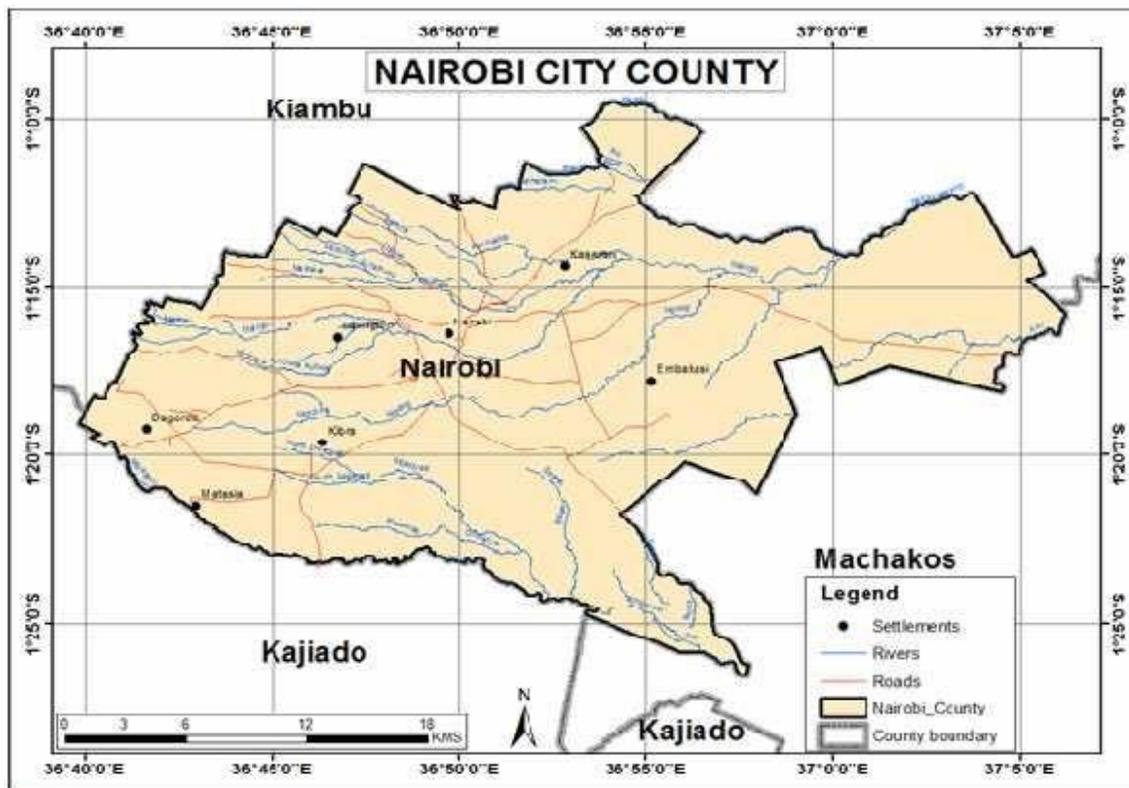


Figure 1

A map of the study location, Lavington, Embakasi and Kibra, Nairobi County.

Figure 1 shows the map of Nairobi County and the three focus areas of the study, namely Embakasi, Lavington and Kibra which are the common illegal dumpsites of the county.

3.2 A spatial analysis of the illegal dumpsites in Nairobi for the period of 2003- 2017

High resolution satellite data were analyzed spatially to capture both the extent and the area covered by the dumping sites on different satellite image data sets. This was captured using object based satellite image interpretation and it involved on-screen digitization of areas covered by the

dumping sites. The on-screen digitization depicted the difference in spatial coverage of the dumping sites in 2003, 2007, 2013 and 2017. The GPS points collected from the field were overlaid on the satellite images to identify the locations of illegal dumping sites. The spatial extents of the dumping sites on the different images were captured by digitizing polygons around the dumping sites. The Figures 2, 3, 4 and 5 shows the Spatial Analysis results of the unplanned Dumpsites in Nairobi County between the years 2003, 2007, 2013 and 2017.

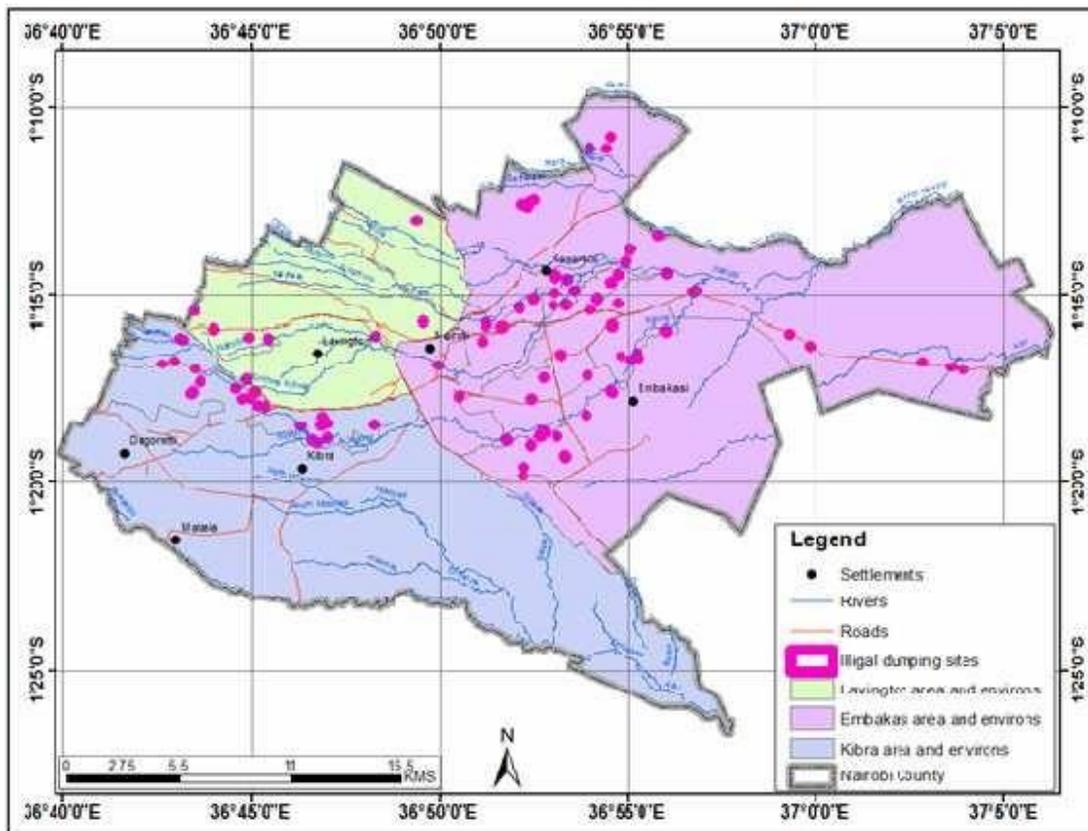


Figure 2
Distribution of unplanned dumping sites in Lavington, Embakasi and Kibra in 2003

This spatial analysis of the illegal dumpsites in Nairobi County was conducted in three Sub counties of Nairobi County namely Lavington, Embakasi and Kibra in the year 2003. The illustrated number of illegal dumpsites is concentrated on the three focus areas.

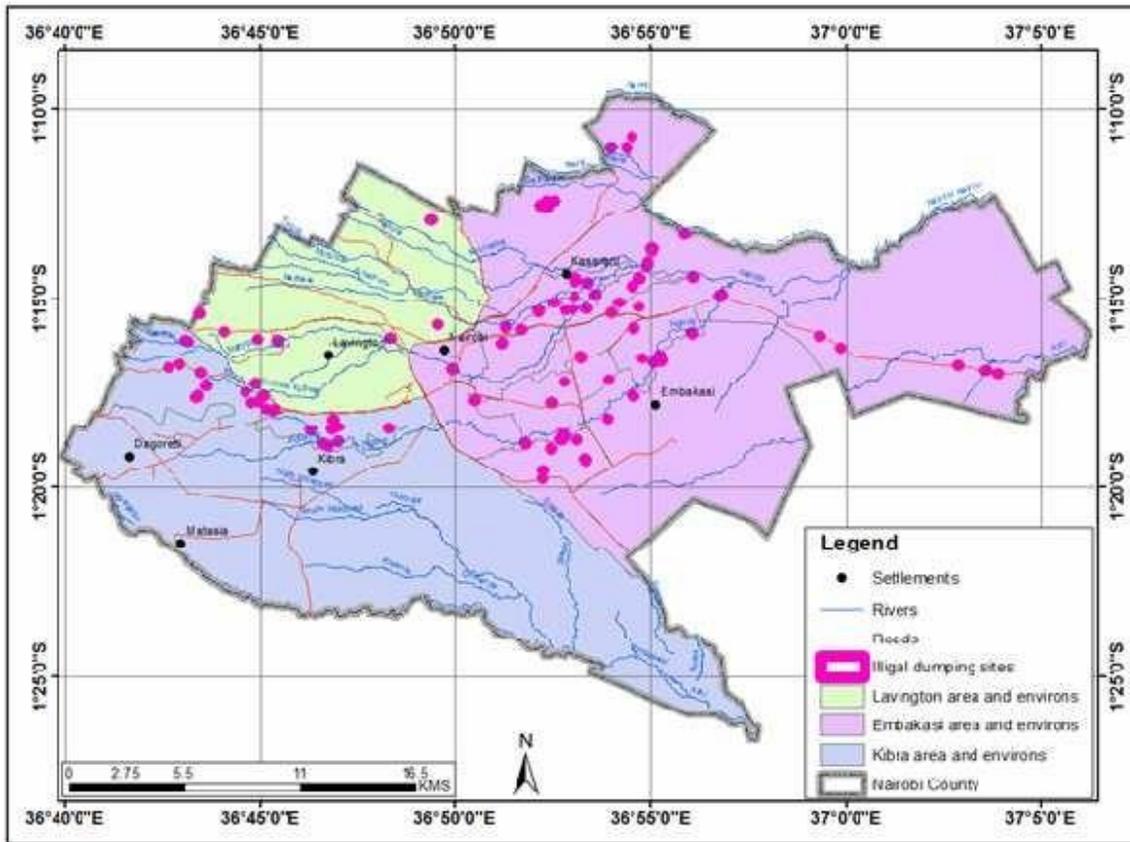


Figure 3
Distribution of unplanned dumping sites in Lavington, Embakasi and Kibra in 2007

This spatial analysis of the illegal dumpsites in Nairobi County was conducted in three Sub counties of Nairobi County namely Lavington, Embakasi and Kibra in the year 2007. The illegal dumpsites are operational in the years 2003-2007.

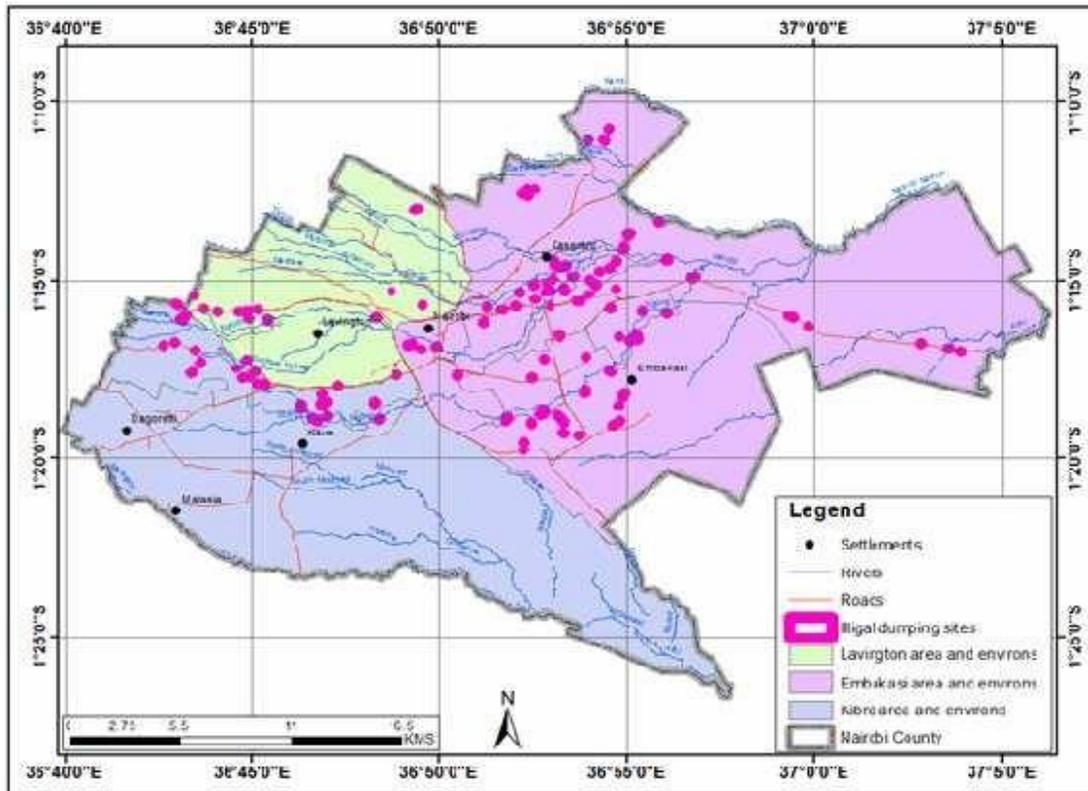


Figure 4
Distribution of illegal dumpsites in Lavington, Embakasi and Kibra in 2013

This spatial analysis of the illegal dumpsites in Nairobi County was conducted in three Sub counties of Nairobi County namely Lavington, Embakasi and Kibra in the year 2013. The number of illegal dumpsites has increased from the initial number of dumpsites as illustrated above.

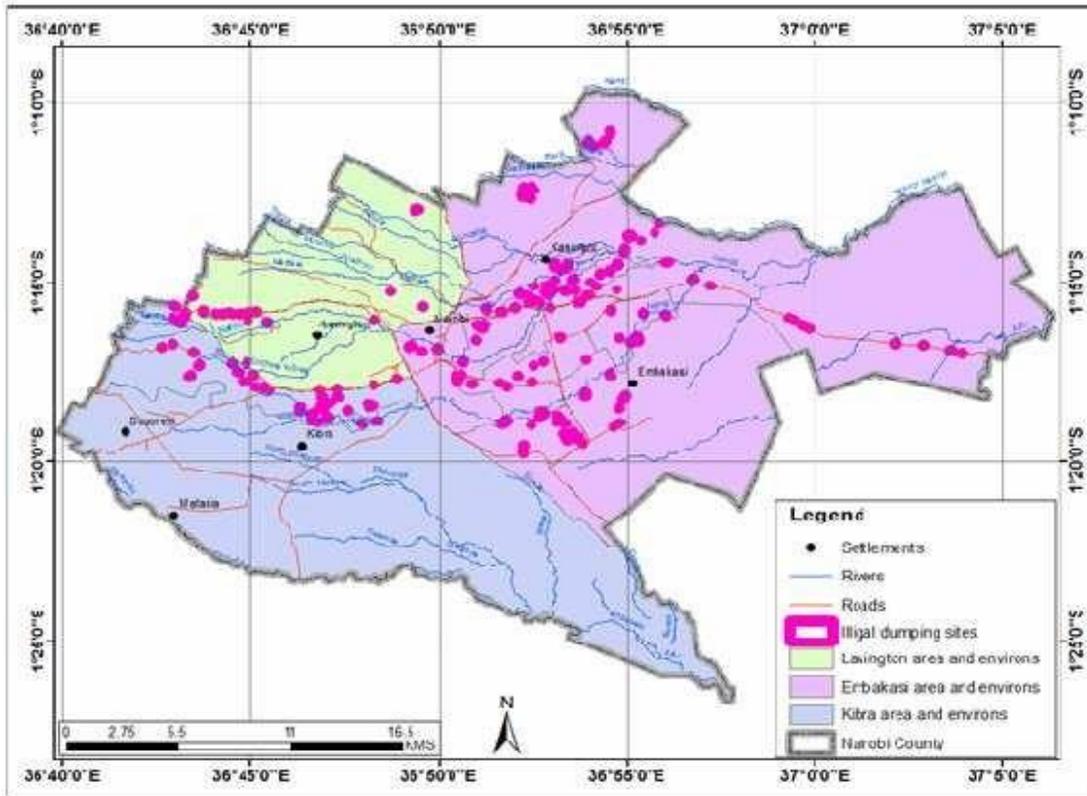


Figure 5
Distribution of unplanned dumping sites in Lavington, Embakasi and Kibra in 2017

Figure 5 illustrates the latest images of illegal dumpsites in Nairobi County which was conducted in three Sub-counties of Nairobi County namely Lavington, Embakasi and Kibra in the year 2017.

3.3 Unplanned dumping Sites patterns in Lavington, Embakasi, Kibra and their environs

The illegal dumping sites' spatial coverage in Nairobi between 2003 and 2017 was 7.35 ha, 7.96 ha, 11.03 ha and 16.94 ha in 2003, 2007, 2013 and 2017 respectively. From the study findings, the spatial area was determined by the extent of the unplanned dumpsites which was calculated in hectares. Embakasi had a larger spatial area of 6.55ha in 2003 to 15.04ha in 2017, thus had more unplanned dumpsites unlike Lavington (0.25 ha, in 2003 to 0.53 ha in 2017). Kibra on the other hand had (0.55ha, in 2003 to 1.37 ha in 2017) with the least number of dumpsites respectively.

4.0 DISCUSSION

Nairobi County is one of the smallest Counties in Kenya and yet is the most populous County in terms of its population. The rapid population growth has been due to a number of reasons such as employment opportunities, business opportunities and other factors that attract residents to the city (Satterthwaite, 2009). Just as the population of the city increases, so are the environmental challenges (Allison, 2010). Solid waste management in the city has been a menace and the amount of Solid waste generation has been on the increase to levels that have caused global attention. Nairobi's status is largely characterized by low coverage of solid waste collection, pollution from uncontrolled dumping of waste, inefficient public services, unregulated and uncoordinated private sector and lack of key solid waste management infrastructure (JICA, 2010). The change in organic waste in these city locations and an increase in plastic and other non-biodegradable wastes can be attributed mainly to the residents changing lifestyle (UNEP, 2016).

The analysis results from very high resolution satellite images show that the spatial coverage of unplanned dumping sites in the entire City of Nairobi was on the increase and this was attributed to the increase in population. According to Census reports of 2009, the population of Nairobi County stood at 4 million residents. This automatically would result to an increase in solid waste generation. Other major sources of solid waste were generated by the numerous economic activities and industrialization (Muniafu & Otiato, 2010). In addition, Nairobi City has limited number of legal dumpsites, this meant that the existing sites were over time getting overwhelmed by the increase in waste generated. The Dandora dumpsite for instance, is the main dumpsite that serves the entire City and some of the wastes generated in other metropolitan towns like Kajiado, Kiambu and Machakos find their way in the same dumpsite (Henry, Yongsheng & Jun, 2006). In a report by UNEP (2016), studies conducted by different urban planning experts recommended that the dumpsite be relocated to the nearby Ruai area. This was because the area had plenty of space to supplement the increasing waste generated by the City residents. Unplanned dumpsites are as a result of an overstretched legal dumpsite and management challenges (UNEP, 2005, KNBS, 2015).

Failure to effectively implement policies and regulations on solid waste management with institutions dealing with solid waste management lack synergy resulting to lack of coordination and inefficiency (Troschinetz & Mihelcic, 2009). Additionally, Policies and regulations on solid waste management are inclined towards collection, transportation and disposal, with least emphasis on recycling and re-use. Public attitude towards waste management and lack of empowerment on environmental values and ethics by the relevant institutions, thus waste is viewed as mere waste and not resources that can be harnessed to create wealth (Lesley & Frankline, 2017).

4.0 CONCLUSION

The spatial analysis of the illegal dumpsites in Nairobi County clearly brought out the essence of ensuring proper environmental governance structures that control emergence of illegal dumpsites within Nairobi City. This paper clearly brings out how the governance process operates in the local context with regards to managing Solid Waste and hence emergence of illegal dumpsites in an Urban setting. Good governance promotes equity, participation, pluralism, transparency, accountability and the rule of law done in a manner that is effective, efficient and enduring that can help overcome the challenges of solid waste management in urban cities like Nairobi County.

This paper documents that lack of good governance is the main problem in waste management in Nairobi City County, thus waste management institutionalization of good governance by bridging the gap between different stakeholders in solid waste management through inclusiveness and participation.

Solid Waste Management in Urban settings such as Nairobi City continues to be a challenge and relevant agencies and stakeholders must devise ways to curb the challenges that come with it. Before governments and relevant local and global institutions implement sustainable solid waste management plans and strategies, it is necessary for all stakeholders to first of all encourage basic Solid Waste Management practices such as: ensuring they use sustainable waste dumping methods, proper recycling methods, sustainable collection and transportation of solid waste that suits the type of waste generated and creation of awareness and education among all stakeholders in their areas of jurisdiction.

REFERENCES

- Achere, R. (2012). Solid Waste Management: A World Perspective and the Cameroon case study (Msc Thesis Universidad Fernanado Pessoa), Porto Portugal.
- Allison, K., & Von Blottnitz, H. (2010). Solid Waste Management in Nairobi: A Situation Analysis. Technical Document Accompanying the Integrated Solid Waste Management Plan Prepared by: Environmental & Process Systems Engineering Group, University of Cape Town. For The City Council of Nairobi on Contract for the United Nations Environment Programme Draft, 17.
- Chuen, K. P., Lim, Y. M., and Choong, C. K. (2011). Household demand for solid waste disposal options in Malaysia. Germany: University Library of Munich.
- Guerrero, L. A., Maas, G., & Hogland, W. (2013). Solid waste management challenges for cities in developing countries. *Waste management*, 33(1), 220-232.

-
- Henry, R. K., Yongsheng, Z., & Jun, D. (2006). Municipal solid waste management challenges in developing countries–Kenyan case study. *Waste management*, 26(1), 92-100.
- Ikiara, C. (2006). “Opportunities and Challenges in Privatizing Urban Environmental Infrastructure: Lessons from the Dandora Dumpsite Nairobi”. Paper presented at a Workshop on Public Expenditure and Service Delivery in Africa: Managing Public Expenditure to Improve Service Quality and Access 9-11 October 2006.
- JICA (2010). The study on solid waste management in Nairobi City in the Republic of Kenya: final report. Japan International Cooperation Agency (JICA); in collaboration with CTI Engineering & Environmental Technology Consultants. [Online]. Available from: <http://lvzopac.jica.go.jp/external/library>.
- Kazungu, R. K., (2010), Improving Governance for Sustainable waste management in Nairobi, 46 the ISOCARP Congress, 2010.
- Kenya National Bureau of Statistics (2015) Kenya population and Housing census.
- Lesley, K. S., Nelson, O., and Frankline, O.O. (2017) Challenges of Solid Waste Management in Kisumu, urban Forum, issue 4 / 2017.
- Oyake, L. O. (2012). Managing plastics waste in Urban Kenya, Niche Innovations in production and Recycling, Wageningen University, Netherlands.
- Muniafu, M., & Otiato, E. (2010). Solid Waste Management in Nairobi, Kenya. A case for emerging economies. *Journal of Language, Technology & Entrepreneurship in Africa*, 2(1), 342-350.
- Njoroge, B. N. K., Kimani, M., & Ndunge, D. (2014). Review of municipal solid waste management: A case study of Nairobi, Kenya. *International Journal of Engineering and Science*, 4(2), 16-20.
- Njeru, J. (2006). The urban political ecology of plastic bag waste problem in Nairobi, Kenya. *Geoforum*, 37(6), 1046-1058.
- Satterthwaite, D. (2009). The implications of population growth and urbanization for climate change. *Environment and Urbanization*, 21(2), 545-567.
- Troschinetz, A. M., & Mihelcic, J. R. (2009). Sustainable recycling of municipal solid waste in developing countries. *Waste management*, 29(2), 915-923.

UNEP (2016). UNEP Frontiers 2016 Report: Emerging Issues of Environmental Concern. United Nations Environment Programme, Nairobi.

UNEP. (2005). Solid Waste Management, Nairobi, Kenya United Nations Commission on Human Settlement (UNCHS) – Habitat (2001). Tools to support, participatory urban decision making. Nairobi, Kenya: UNCHS.

Examining the Diversity of Indigenous Woody Trees in Kitutu Chache

North Sub- County, Kenya

Authors: Evans O. Obabi

Department of Geography, Kisii University, P.O Box 408 - 40200, Kisii - Kenya

Daniel Nyantika(PhD), Department of Geography, Kisii university and

Evans Nyamwaka (PhD), Department of History, Kisii university

E-mail of the Corresponding Author: evansobabi@gmail.com

Abstract:

The main purpose this study was to examine the diversity of indigenous woody trees in Kitutu Chache North Sub-County, Kenya. The study applied a cross-sectional survey research design with a target population of 130 household heads in farmlands, 13 local leaders, 20 tree nursery owners and 10 forest officers. A sample size was 30% of the target population which translated to 53 respondents clustered into 39 household heads in farmlands, 5 local leaders 6 tree nursery owners and 3 forest Officers was used in the study. Stratified and simple random sampling procedures was used in the study. Questionnaire was used to collect quantitative data. The study applied quantitative data analysis techniques. The Statistical Package for Social Sciences (SPSS) version 22 was used to process the data. The study revealed that indigenous woody trees are important in farmlands due to their wide range of uses. It further revealed that indigenous woody trees have a very low diversity attributed to intensive farming practices that discourage their conservation. The study recommended the following: household heads in farmlands should encompass indigenous woody tree species in their agro-forestry activities; tree nursery owners should multiply seedlings of indigenous woody tree species using locally available seeds; the County Forest Department should establish a seed bank for indigenous woody tree species and sell to household heads at affordable prices; and local leaders should liaise with the Forest Department to disseminate valuable information on the improvement of the diversity of indigenous woody tree species in farmlands.

Keywords: *Indigenous woody trees, Diversity of indigenous trees, Woody trees*

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

1.0 INTRODUCTION

Indigenous woody trees are important in Kenya because they act as carbon sinks, air and soil cleaners and also help in mitigating climate change and global warming (Kiprop, 2011). Importance of indigenous woody trees in farmlands and the country's economic development is crucial for the realization of vision 2030. Therefore, conservation of indigenous woody trees in farmlands in Kitutu Chache North Sub-County stands out because of its role in promoting environmental and economic growth of the region. According to the Statistical (2014), Kenya's indigenous closed canopy dropped from 1,155 to 1,137 between the years 2009 and 2013. The decline in the diversity of indigenous woody trees in farmlands in Kitutu Chache North Sub-County is of great concern among household heads, local leaders and other forest stakeholders. There are limited comprehensive and confirmation studies on the extent of impact of farming practices on the diversity of indigenous woody trees in farmlands. Despite the importance of indigenous woody trees in farmlands, there is evidence that the diversity of indigenous woody trees is low in Kisii County. Bosire (2013) observed that there is very little native biodiversity remaining in Kisii County. This little native biodiversity may be attributed to intensive farming practices. Despite the many studies that have been conducted in the area, still the problem of low diversity of indigenous woody trees is persistent and has not been tackled conclusively. Consequently, the study intended to examine the diversity of indigenous woody tree species in Kitutu Chache North Sub-County, Kisii County of Kenya.

2.0 METHODOLOGY

The study adopted a cross-sectional survey research design. This design was selected due to its suitability to cover the large target population, cost effectiveness and accuracy in terms of data collection. The target population of the study was 130 farmers in the five (5) selected sub-locations of: Igemo, Nyakeiri, Matembe, Sensi and Gesangero. The sample size of the study was 30% of the target population that translated to 53 respondents. These sample size included 39 household heads in farmlands, 5 local leaders, 6 tree nursery owners and 3 forest Officers. The researcher used stratified and simple random sampling procedures to select the study sample. Data collection instrument was a structured questionnaire. Data analysis was done based on the collected data from the questionnaire. By the help of statistical package of social science (SPSS) version 20, data from the questionnaire were input into the statistical package, coded and the outcome was used to summarize the research findings using tables and figures. Descriptive data were presented using simple frequencies and percentages. The study considered people's rights and ethical issues in research throughout the whole research process. For instance, the researcher

strictly observed the principle of confidentiality, anonymity, and acknowledgement of other people’s input throughout the whole study.

3.0 RESULTS

The study results were presented as follows: Demographic characteristics of the respondents; Diversity of Indigenous Woody Trees in Igemo Sub-location; Diversity of Indigenous Woody Trees in Nyakeiri Sub-location; Diversity of Indigenous Woody Trees in Metembe Sub location; Diversity of Indigenous Woody Trees in Sensi Sub-location and Diversity of Indigenous Woody Trees in Gesangero Sub-location.

3.1 Demographic characteristics of the respondents

On distribution of the respondents by sex, 74% of the study respondents were male and 26% of them were female. With regards to the age of the respondents, majority (72%) of them were 50 years old and above. This was significant because this age represented most of the house hold heads in sampled farms, tree nursery owners, local leaders and forest Officers who were directly linked to the knowledge and control of indigenous woody tree species in the Sub-County hence very resourceful. More than a third (35%) of the study respondents had at least basic primary education. Only 11% of them had secondary education while another 54% of them had no formal education.

3.2 Diversity of Indigenous Woody Trees in Igemo Sub-location

Household heads were requested to take the researcher round the farmlands to count the indigenous woody trees that existed. Table 1 below carries the results.

Table 1
Diversity of indigenous woody trees in Igemo Sub-location

Species	Frequency	Percent
<i>Carissa edulis</i>	1	0.5
<i>Croton macrostachyus</i>	18	8.5
<i>Markhamia lutea</i>	84	39
<i>Sesbama sesban</i>	110	52
Total	213	100

From Table 1, slightly more than half (52%) of the indigenous woody trees were *Sesbama sesban*, *Markhamia lutea* recorded 39%, *Croton macrostachyus* recorded 8.5% and *Carissa edulis* recorded 0.5%.

3.3 Diversity of Indigenous Woody Trees in Nyakeiri Sub-location

Household heads were also asked to take the researcher round the farmlands to count the indigenous woody trees that existed in farmland. Table 2 shows the frequencies of every species.

Table 2
Diversity of indigenous woody trees in Nyakeiri Sub-location

Species	Frequency	Percent
<i>Erythrina abyssinica</i>	2	0.6
<i>Indigofera arrecta</i>	1	0.4
<i>Sepium ellipticum</i>	3	1
<i>Acrocarpus fraxinifolius</i>	12	4
<i>Markhamia lutea</i>	73	26
<i>Croton macrostachyus</i>	76	27
<i>Sesbama sesban</i>	117	41
Total	284	100

As shown in Table 2, *Sesbama sesban* recorded 41%, *Croton macrostachyus* recorded 27%, *Markhamia lutea* recorded 26%, *Acrocarpus fraxinifolius* recorded 4%, *Sepium ellipticum* recorded 1%, *Indigofera arrecta* recorded 0.4% and *Erythrina abyssinica* recorded 0.6%.

3.4 Diversity of Indigenous Woody Trees in Metembe Sub-location

Household heads were requested to take the researcher round the farmlands to count the indigenous woody trees that existed. Table 3 shows the number of trees recorded.

Table 3

Diversity of indigenous woody trees in Metembe Sub-location

Species	Frequency	Percent
<i>Erythrina abyssinica</i>	1	0.8
<i>Vernonia amygdalina</i>	3	2.2
<i>Ficus natalensis</i>	2	1.5
<i>Vangueria madagascariensis</i>	5	3.6
<i>Croton macrostachyus</i>	31	22.5
<i>Markhamia lutea</i>	48	34.7
<i>Sesbama sesban</i>	48	34.7
Total	138	100

From Table 3, *Sesbama sesban* recorded of 34.7%, *Markhamia lutea* recorded 34.7%, *Croton macrostachyus* recorded 22.5%, *Vangueria madagascariensis* recorded 3.6%, *Ficus natalensis* recorded 1.5%, *Vernonia amygdalina* recorded 2.2% and *Erythrina abyssinica* recorded 0.8%.

3.5 Diversity of Indigenous Woody Trees in Sensi Sub-location

Household heads were further requested to help the researcher move around the farmlands to count the indigenous woody trees that existed in the farmlands as shown in Table 4.

Table 4

Diversity of indigenous woody trees in Sensi Sub-location

Species	Frequency	Percent
<i>Croton macrostachyus</i>	19	6
<i>Markhamia lutea</i>	69	22
<i>Sesbama sesban</i>	228	72
Total	316	100

From Table 4, *Sesbama sesban* recorded 72%, *Markhamia lutea* recorded 22% and *Croton macrostachyus* recorded 6%.

4.0 DISCUSSION

4.1 Diversity of Indigenous Woody Trees in Igemo Sub-location

Only four different species of indigenous woody trees were identified in the sampled farmlands within Igemo Sub-location as shown in table 1 above. *Sesbam sesban* recorded the highest frequency (110). This species was identified mainly in small scale tea farms and small scale maize farms. *Markhamia lutea* followed with a frequency of 84 trees. This species was identified mainly in small scale maize farms, in open field for grazing livestock and along the hedges of farms. *Croton macrostachyus* came at position three with a frequency of 18 trees. This species was mainly identified in open fields for grazing livestock and along the hedges of farms. Further, *Carissa edulis* was forth with a frequency of one tree. It was identified in an open field for grazing livestock and the household head said that it germinated on its own. This was in line with Bosire (2013) who asserted that in Kisii County there was very little indigenous biodiversity remaining.

4.2 Diversity of Indigenous Woody Trees in Nyakeiri Sub-location

In nyakeiri Sub-location a total of seven different species of indigenous woody trees were identified in farmlands. These species included *Sesbama sesban*, *Croton macrostachyus*, *Markhamia lutea*, *Acrocarpus fraxinifolins*, *Sepium elliptum*, *Erythrina abyssinica*, and *Indigofera arrecta* as presented in table 2. *Sesbama sesban* recorded the highest frequency of 117 trees. It was mainly identified in small scale tea farms as well as small scale maize farms. *Croton macrostachyus* was position two with a frequency of 76 trees. This species was identified mostly found in open fields for grazing livestock and along the hedges of farms. *Markhamia lutea* came at position three with a frequency of 73 trees. It was identified mostly in small scale maize farms along hedges of farms and in open fields for grazing livestock. *Acrocarpus fraxinifolins* came at position four with a frequency of 12 trees. This species was identified near homesteads where vegetables were grown. *Sepium ellipticum* came at position five with a frequency of three trees. This species was identified along the hedges of farms. *Erythriina abyssinica* came at position six with a frequency of two trees. It was identified in small scale maize farms. *Indigifera arrecta* was at position seven with a frequency of one tree. It was identified in a vegetable small farm. This was again in line with Bosire (2013) who asserted that there was little indigenous biodiversity remaining in Kisii County.

4.3 Diversity of Indigenous Woody Trees in Metembe Sub-location

A total of seven different species of indigenous woody trees were identified in farmlands. These species included *Sesbama sesban*, *Markhamia lutea*, *Croton macrostachyus*, *Vangueria madagascariensis*, *Vernonia amygdalina*, *Ficus natalensis* and *Erythrina abyssinica*. *Sesbama sesban* and *Markhamia lutea* recorded the highest frequency of 48 trees each. *Sesbama sesban* was identified mainly in small scale tea farms while *Markhamia lutea* was identified in open field

for grazing livestock and along hedges of farms. *Croton macrostachyus* came at position three with a frequency of 31 trees. This tree species was identified in open field for grazing livestock as well as along hedges of farms. *Vangueria madagascariensis* came at position four with a frequency of five trees which were identified in fields for grazing livestock. *Vernonia amygdalina* came at position five with a frequency of five trees. This species was identified in open fields for grazing livestock. *Ficus natalensis* came at position six with frequencies of two trees in a section of trees in a farm. *Erythrina abyssinica* came at position seven with only one tree along the hedges of a farm. These results were in line with Seburanga (2013) who asserted that the apparent decline of indigenous crop diversity in Rwanda based on the cultural disturbance was attributed to European colonisation which introduced eucalyptus tree on the land.

4.4 Diversity of Indigenous Woody Trees in Sensi Sub-location

A total of three different species of indigenous woody tree were identified in farmlands within Sensi Sub-location. These species were: *Sesbania sesban*, *Markhamia lutea* and *Croton macrostachyus* as represented in the table 4. *Sesbania sesban* recorded the highest frequency with 228 trees. These trees were mainly identified in small scale maize farms. *Markhamia lutea* came at position two with a frequency of 69 trees. These were identified in an open field for grazing livestock, along the hedges of a farm and in small scale maize farm. *Croton macrostachyus* came at position three with a frequency of 19 trees identified in an open field for grazing livestock as well as long hedges of a farm. This was in contrast with Omoro (2010) who asserted that indigenous forest was more diverse in species as would be expected in the tropics according to the biodiversity assessment for tree species conducted in the three fragments of Taita Hills.

4.5 Diversity of Indigenous Woody Trees in Gesangero Sub-location

In Gesangero Sub- location a total of five species of indigenous woody trees were identified in farmlands. These species included: *Sesbania sesban*, *markhamia lutea*, *Sepium ellipticum* and *Ficus natalensis* as presented in the table 5. *Sesbania sesban* recorded the highest frequency with 80 trees. These trees were mainly identified in small scale tea farms.

Croton macrostachyus came at position two with a frequency of 44 trees identified in open fields for grazing livestock as well as along hedges of farm. *Markhamia lutea* came at position three with a frequency of 35 trees. These trees were identified mostly in open fields for grazing livestock and along hedges of farms. *Sepium ellipticum* came at position four with a frequency of one tree identified along the hedges of a farmland. *Ficus natalensis* was position four with a frequency of one tree identified near a river together with other trees mainly blue gum. This result was in line with Schulze (2015) who asserted that central Europe had the minimum number of native tree species due to environmental changes during neogene.

Schulze, E. (2015). *A review on plant diversity and forest management of European forests*. Retrieved from <http://www.uf20de>exports>data>943> on September 2018.

Seburanga, J. L. (2013). *Decline of indigenous crop diversity in colonial and post-colonial Rwanda*. Retrieved from <http://www.hindawi.com>ijbd>2013> on September 2018.

Statistical Abstract, (2014). *Status of forests in Kenya, indigenous closed canopy 2009/2013*. Retrieved from <http://www.knbs.or.ke>knbs> on September 2018.

Factors Influencing the Vulnerability of Female Domestic Workers in Nairobi County

Author: Simon Ndulu

The Catholic University of Eastern Africa,
P.O. Box 62157 - 00200, Nairobi - Kenya
Author E-mail: s.ikonze@gmail.com

Abstract:

The purpose of this study was to explore factors that influenced the vulnerability of female domestic workers in Nairobi County. The objectives of the study were to determine how vocational training or the lack of it; awareness of rights among the workers; their socioeconomic backgrounds and prior work experience influenced the vulnerability experienced by the female domestic workers. A cross-sectional survey design was applied in the study. The target population was adolescent female domestic workers from ten estates scattered in Nairobi County. A sample size of 47 respondents was picked using purposive and snowballing sampling techniques. Data was collected using a questionnaire. After categorizing the data, simple descriptive statistics were used to analyze the data. The study found that domestic work was still viewed by many as difficult, dirty, and demeaning and that domestic workers were paid low wages and worked long hours. The study findings call for implementation of decent work legislation for domestic workers as envisaged in ILO conventions.

Keywords: *Domestic work, Female domestic workers, Female domestic worker's vulnerability, Female domestic workers' wages, Female domestic working hours*

1.0 INTRODUCTION

Vulnerability of domestic workers is a global challenge. Domestic work is not specifically addressed in many countries' legislations (ILO, 2010). As such domestic workers lack legal protection. During population census and other surveys, domestic work is categorized under "unorganized labour" (LARC, 2009). Lack of legal recognition left the domestic worker vulnerable to many forms of abuses. Some of the abuses included poor pay (UNICEF, 2004); use of potentially dangerous equipment as well as exposure to hazardous materials (Anti-Slavery, 2009); verbal and sexual abuse (Grossman, 1996); as well as denial of sick and maternity leaves (Margaret, 2009).

Surveys carried out in Kisumu in 2009 and 2010 revealed that domestic workers were paid as little as Kshs.1, 500 per month which was much less than the recommended Ksh. 6,000 minimum wage at the time, and that 32% were physically, sexually, or verbally abused in the homes where they worked (LARC, 2010). Similarly, a survey on domestic workers in Mombasa revealed that 92.4% of them lacked a clear contract defining terms of employment (ACILS, 2009). Cases of physical, psychological and sexual abuse have continued to be reported in Nairobi. Media coverage in K-24 by the title “Untold Stories” in the month of January 2011 exposed how women in a group called “Mama Dobi” in Nairobi Eastlands were beaten and forced into sex by their employers. Two weeks later, Kenya Television Network (KTN), in its Prime News on 10th February, 2011 reported a shocking case of a female domestic worker from Mathare Slums who was forced at gun point to bathe a dead body bare-handed.

“Lack of adequate training facilities for domestic workers left hundreds of thousands of men, women and children vulnerable to abuse, neglect, and the cycle of poverty associated with working as domestic workers in Nairobi (Tali-Agler *et al.*, 2006). In a study carried out in Nairobi, Odimu (2005) concluded that the vulnerability of domestic workers demanded serious attention from researchers and policy makers. Further, the Kenya Population and Household Census carried out in 2009 (KNBS, 2009) indicated that 10% of all females seeking work in Nairobi were poised to join a field fraught with vulnerability, even if on transit to a less vulnerable employment. This represented more than one million Kenyans to add to the already more than one million house helps estimated to have been working in Nairobi alone (Wainaina, 2002).

Female unemployment stood at 26% as per the popular report following the national population and housing census of 1999 (CBS, 2002). The report further revealed that although there have been efforts by the government to improve workers’ situation, women still continue to occupy a disadvantageous position politically, economically and socially. A report attributed to the chief executive officer of the Permanent Public Service Remuneration Review Board (PPSRRB) of Kenya, showed that civil service had 215,331 employees with 156,466 males and 58,865 females and that the bulk of the women were in the lower cadres earning less than Ksh. 7,829 per month (Kenya Today, 2011). On the other hand, despite the many and varied efforts put to alleviate the vulnerability of female domestic workers in particular, it is not only enormous but it has refused to go away. Thus, this study sought to examine the factors influencing the vulnerability of the female domestic workers in Nairobi County, Kenya.

2.0 METHODOLOGY

2.1 Study Design

The study adopted a cross-sectional survey design. Gay (1983) defined a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The study's purpose was to describe the existing issues of female domestic workers. Female domestic workers were asked to explain how they perceived their situation, their attitudes toward their work conditions and behaviours that made them vulnerable while at work. The study explored how variables such as training and awareness influenced the degree of abuse of female domestic workers. Since female domestic workers were spread over a wide area, making direct observation very difficult, interviewing a representative sample was done as it would yield the required information.

2.2 Target Population

The study targeted 90 female adolescents most of whom worked as domestic workers prior to undertaking a vocational training in Nairobi between 2008 and 2009. These females were among vulnerable adolescent girls identified through a Population Council Survey done in Kibera in 2005/2006 (Matheka, 2006) and subsequently sponsored for the training with a view to alleviating their vulnerability. Thus, the population was found suitable for this study because the subjects were believed to possess a considerable experience on vulnerabilities of female domestic work since the time they underwent vocational training. The population was also thought to have acquired the knowledge required to answer the objectives of the study.

2.3 Sample size and Sampling Procedure

Sample size: Gay (1983) suggests that a minimum of thirty (30) cases is required in a descriptive study. Given time and cost limitations and depending on the yield of the snowballing method, the first thirty (30) female domestic workers were to be taken as the sample. Forty-seven (47) were contacted whereby ten (10) of them were used for pre-testing the questionnaire and the rest were to be interviewed as respondents. Out of the remaining thirty-seven (37), four did not respond, giving a response rate of ninety percent (90%). From those who responded, three were found to be unsuitable due to having not worked as domestic worker either before or after the training. The study findings were eventually based on thirty (30) respondents.

Sampling procedure: Purposive sampling allowed for handpicking of cases because they were informed or possessed the required characteristics. Those identified named others with similar characteristics (Mugenda and Mugenda, 2003). These sampling methods were used in this study

because the study focused on acquisition of in-depth information about female domestic workers who had undergone vocational training so as to investigate the degree to which the knowledge acquired had influenced their vulnerability. From alumni list kept by the training institute contacts were made by telephone and those contacted initially were requested to identify others. They did this and even escorted the interviewer to the residences of other respondents. Where a respondent was not available for a face to face interview, telephone interviewing was done after ascertaining by preliminary questions that they had actually attended the training.

2.4 Data Collection Instruments

Structured questionnaire was chosen as a tool of data collection. Clusters of structured questions targeting each variable were prepared. Arrangements for meeting the respondents were done by telephone. The researcher delivered and guided the filling of the questionnaire to the respondents in convenient venues. All the details of the findings were compiled in a row data sheet.

Validity: Mark Saunders *et al* (2007) defines validity in three ways, namely: As the extent to which data collection methods accurately measure what they are intended to measure; the extent to which research findings are really about what they profess to be about and measurement validity as the extent to which a scale or measuring instrument measures what it is intended to measure. One-way validity was used to ensure that the measurement device, in this case the interview guides adequately covered the investigative questions. The contents of the guidelines had been thoroughly discussed with the supervisor and they were further pretested with the alumni. Corrections were then made to make the guides free from ambiguity and more users friendly.

Reliability: Reliability is the extent to which data collection technique(s) would yield consistent findings; similar observations would be made or conclusions reached by other researches or there is transparency in how sense was made from the raw data (Saunders *et al.*, 2007). According to Robson (2002) reliability could be improved by choosing suitable timings, use of structured questions, comparing responses with questions and re-tests. In this study interviews were carried out when the female domestic workers were free and available. Administering the instruments directly by the interviewer to each of the respondents increased reliability.

2.5 Data Analysis Procedure

The collected data were sorted and categorized into the various indicators of the variables under study. Data analysis was carried out by the help of statistical Package of Social Sciences (SPSS) version 22. Simple descriptive statistics comprising of calculation of averages and percentages were used to present the data.

3.0 RESULTS

3.1 Background Information

The ages of the female domestic workers ranged from 16 to over 28 years. Three (3) or 10% of the study respondents were in the age bracket of 16 to 20 years. Another eighteen (18) or 60% of them were aged between 21 to 24 years, while five (5) or 16.67% of them lied in the age bracket of 25 to 28 years. The remaining four (4) or 13.33% of them were over 28 years old.

Vulnerability of female domestic workers was still rampant with wages averaging Ksh. 4,552.00 per month and working hours being 12.6 per day on average without any compensation. The level of awareness rights in key aspects was also found to be low hence exposing the female domestic workers to exploitation by their employers.

3.2 Vocational Training, Socio-economic Backgrounds and Work Experience

With regard to vocational training, twenty-six (26) or 86.67% of the respondents had trained for eight (8) weeks or more while four (4) or 13.33% of them had trained for less than eight (8) weeks. Further, when the respondents were asked to indicate on their socio-economic backgrounds, twenty-five (25) or 83.33% of the respondents revealed that they came from a large family with more than 4 siblings. Additionally, twenty (20) or 76.67% of the respondents pointed out that they had poor family background with a total family monthly income of Kshs.6000 or less.

Fourteen (14) or 46.67% of the respondents had received primary level education while sixteen (16), equal to 53.33% of them had secondary education and three (3) or 10% of them had progressed to tertiary colleges. With reference to work experience of the study respondents, one half or 50% of the female domestic workers had two (2) or less years of work experience while the other half had more than two (2) years of work experience.

3.3 Awareness of Rights

The respondents were asked to indicate whether they were aware of the rights of female domestic workers. One (1) or 3.33% of the respondents was aware of training organizations that could assist them to become more empowered. Four (4) or 13.33% of the respondents knew of the existence and functions of KUDHEIHA that could agitate for their rights. Another eleven (11) or 36.67% of the respondents were aware of the Government stipulated minimum wage. On the other hand, 70% of the respondents demonstrated knowledge of funding organizations which could help them start businesses in case they wanted to leave domestic work. A vast majority (90%) of the respondents were fully aware of what to do in case of sexual abuse while another 56.67% of the respondents were aware of dispute resolution methods.

3.4 Vulnerability of the Female Domestic Workers

The study also sought to establish the vulnerability of the female domestic workers. An average wage for fourteen (14) or 46.67% of the respondents was Ksh. 4000 or less and the another sixteen (16) or 53.33% of them were paid more than Kshs.4000 Eight (8) or 2.67% had their wages delayed with the majority being paid on time. Sixteen (16) or 53.33% of the respondents worked more than the official eight (8) hours while fourteen (14) or 46.67% of them put in over 12 hours with some working up to seventeen (17) hours per day. Ten or 33.33% of the respondents reported being verbally insulted by their employers. Seven (7) or 23.33% of the respondents pointed out that they were physically assaulted while only 10% of them were sexually abused.

Tables 1 and 2 summarize how two indicators of vulnerability, namely wages and hours of work varied with vocational training, socio-economic status, awareness of rights and prior work experience.

Table 1

Summary of findings with respect to wages paid to female domestic workers

Item	Independent Variable	Criteria	Wages(Kshs.)	Influence on Vulnerability
1	Vocational training			
	Duration of training in weeks	≥8	4,615.00	No marked influence
<8		5,000.00		
2	Socio-economic status			
2 a)	Family Size, No. of siblings	≥4	2,800.00	No marked influence
		<4	5,040.00	
2 b)	Family Income (Kshs.)	≥ 6,000.00	4,077.00	Some influence is manifest
		< 6,000.00	4,857.00	
2 c)	Level of Education	Primary	4,857.00	No marked influence
		Secondary	4,500.00	
3	Awareness of rights			
3 a)	With respect to minimum wages	Aware	4,909.00	Some influence is manifest
		Not Aware	4,526.00	
3 b)	With respect to dispute resolution	Aware	5,059.00	Some influence is manifest
		Not Aware	4,154.00	
4	Work experience			
	Years	≥2	4,400.00	Some influence is manifest
	Years	<2	4,933.00	
	Average wages		4,552.00	

From Table 1 it was clear that awareness of rights influenced the wages paid to the female domestic workers positively. However, this influence was minimal as the wages remained far below the minimum wage of Kshs.7586 and house allowance Kshs.1138, being 15% of minimum wage making a total of Kshs.8724. When it comes to work experience, longer experience also had only a slight influence on the wages as well.

Table 2

Summary of findings with respect to hours worked per day by the female domestic workers

Serial Number	Independent Variable (I.V)	Criteria	Hours worked per day	Influence of I.V on Vulnerability
1.	Vocational training			
	Duration of training in weeks	≥8	13.8	No marked influence
		<8	12.8	
2.	Socio-economic status			
2 a)	Family Size, No. of siblings	≥4	14.0	No marked influence
		<4	12.2	
2. b)	Family Income (Kshs.)	≥ 6,000.00	12.6	Some influence is manifest
		< 6,000.00	12.1	
2. c)	Level of Education	Primary	13.6	Some influence is manifest
		Secondary	11.6	
3.	Awareness of rights			
3. a)	With respect to minimum wages	Aware	11.8	Some influence is manifest
		Not Aware	12.9	
3 b)	With respect to dispute resolution	Aware	12.6	No marked influence
		Not Aware	12.2	
4.	Work experience			
	Years	2	13.0	No marked influence
	Years	≤2	12.0	
	Average hours		12.6	

As shown in Table 2 the female domestic workers with better family backgrounds, secondary education and were aware of their rights worked slightly less than the others, although they too were vulnerable to overwork. The average hours of work per day among the respondents was 12.6.

4.0 DISCUSSION

The study found that female domestic workers were vulnerable to their employers irrespective of the length of vocational training which ranged from 4 to 8 weeks, family background, level of education and work experience. The female domestic workers were paid an average of Ksh. 4552 instead of a gross salary of Ksh 8724 as provided for by the International Labour Organization (2011). The respondents worked for an average of 12.6 hours a day, instead of the official eight

(8) hours. This meant that they worked for 75.6 hours per week compared to 40 hours stipulated by the Government as per the ILO Convention (ILO, 2011). This showed that the female domestic workers worked nearly twice as long and were paid nearly one half of what was legally expected.

Applying the Geneva 189th convention or standard (ILO, 2011) stipulated-minimum monthly wage and housing allowance of 8724 or Ksh. 54.50 per hour as a base, the female domestic workers should have earned a minimum of Ksh. 16,486. Thus, they were underpaid by Ksh. 11,934 (16,486-4,552). The study therefore showed that there was a gross exploitation of the female domestic workers due to lack of legislation or failure to enforce the same as has been demanded by human rights activists in their campaign known as Haki Haiozi in August 2009 (LARC,2009). Furthermore, the study also showed that there is a need to support the ILO drive to entrench fundamental principles and rights at work as well as tripartism and social dialogue (ILO, 2010).

Vocational training and awareness of rights were found to have some limited significant influence among the female domestic workers as shown in the following sections. The other variables, namely socio-economic status and work experience were found to have limited influence in vulnerability of the female domestic workers.

Vocational training: Another revelation from this study was that NGO-sponsored interventions were not comprehensive and holistic. According to Maria Eitel, president of the NIKE Foundation, a holistic intervention approach included assistance in economic opportunities, health and security, leadership, voice and rights, education, and social mobility which were the key weapons against vulnerability of domestic workers (Maria, 2006). Training girls for a short period, in this case for eight (8) weeks and expecting them to have acquired marketable skills and bargaining powers, did not result in alleviation of their vulnerabilities. According to the Kenya Institute of Education approved syllabus, the minimum period for an effective training should be at least twenty-five (25) weeks or six (6) months with an eight (8) week industrial attachment (GOK, 2009).

Awareness of rights: Awareness among female domestic workers with respect to knowledge of the right to a minimum wage was found to be low. A minority of eleven (11) or 36.7% were aware of this fundamental right. A dismal four (4) or 13.3% knew of the existence of KUDHEIHA labour union, and an insignificant 3.3 % were aware of other labour-related organizations such as LARC, IWD (I am Worthy Defending) and KNHRC that could assist them.

To some extent, this explained why their wages were below the minimum wage. It showed that majority of the female domestic workers were still in what Paulo Freire in his “Pedagogy of the oppressed” called magic level of awareness (Paulo Freire, 1968). According to Freire, due to lack

of empowering education and poor family backgrounds, those in that magic level learned to accommodate oppressive vulnerabilities as the will of the gods. It is therefore necessary that NGOs that sponsor domestic worker training develop courses that not only emphasize the dignity of labour and honing of skills but those that also exposes the females to strategies that empower them as they struggle to better their lives. Failure to do this will leave female domestic workers still vulnerable and hence continue suffering.

The problems of lack of awareness of unionization and the inability to mobilize critical membership to press for their cause resulted in their vulnerability of bargaining for better pay. This study has revealed this to be the case in the target population and it agrees with the findings of Grossman (1997) and Smith (1996) that “to mobilize a critical membership was a problem and that inability to organize substantial membership meant a weak economic bargaining position”.

5.0 CONCLUSIONS

From the forgoing findings, the following conclusions were reached:

Vocational training offered to the female domestic workers, while imparting a wide range of skills, did not result in better terms of employment in terms of better wages and reduced hours. Its influence on vulnerability was not markedly manifested as it did not alleviate their vulnerability. Further, whether or not the female domestic workers came from a relatively well to do family or had secondary school education or longer work experience did not alleviate their vulnerability of low wages and overwork. Additionally, awareness of rights had the potential to alleviate the vulnerability of the female domestic workers with respect to wages earned and hours worked.

The study recommended that: a specific law should be passed that recognizes domestic labour as a sector of employment and mechanisms be put in place to monitor and enforce compliance with terms of employment. There should be a Kenya Domestic Workers Commission (KDWC). The government should ensure that those NGOs and other interventionists who receive external funding to educate and empower female domestic workers offer verifiable, holistic and empowering training that imparts awareness of rights and improves the domestic workers' negotiation skills. Further, the government should carry out a survey of all organizations engaged in training women for domestic service with a view to ensuring that such training facilities meet the standard requirements set for domestic workers.

For further research in the area of domestic worker's vulnerabilities, there is need to study the effectiveness and relevance of intervention programs and mechanisms by various organizations which are supposed to be empowering domestic workers.

REFERENCES

- ACILS /KUDHEIHA (2009). *Findings of the domestic worker's survey in Mombasa District*. Nairobi: Author.
- Freire, Paulo (1968). *The pedagogy of the Oppressed- Review by Stéphanie Levine and Maryam Nabavi*. Toronto: OISE/University of Toronto.
- Gay (1983). *Introduction to survey sample*. Beverly Hills: Sage publications.
- GOK/CBS (2002). *The popular report of the 1999 population and housing census*. Nairobi: Government Printers.
- GOK/KNBS (2010). *The 2009 population and housing census*. Nairobi: Government Printers.
- GOK/K.I. E (2009). *Homecare Management Level 1, Syllabus and Regulations*, K.I.E, Nairobi.
- Grace Otieno (2011). *Girls challenged on job opportunities, "Kenya Today" January 2430*. Nairobi: Department of Information and Public Communication.
- Grossman, J. (1996). *My wish is that my kids will try to understand me one day-domestic workers in South Africa* (Unpublished Paper University of Cape town).
- Grossman J (1997). Summary of submission on Domestic Workers' to COSATU, South Africa, Quoted -Brenda Grant, Domestic workers. *Employees or Servants -Agenda*, 61-65.
- ILO (2010). *Decent work for domestic workers, International Labour Conference, 99th session, 2010 Report IV (I)*. Geneva: International Labour Office.
- ILO (2011). *Decent work for domestic workers, International Labour Conference, 100th session*. Geneva: International Labour Office.
- Kothari, C.R (2004). *Research methodology-methods and techniques (2nd Edition)*. New Delhi, India: New Age International (P) Limited Publishers.
- LARC, (2009). *HAKI HAIKOZI domestic workers campaign*. Retrieved from <http://www.larc.or.ke/campaign> PDF-Downloaded on 24-12-2010 on September 2018.
- Levine, S & Nabavi, M. (2004). *Review of the pedagogy of the oppressed*. Toronto: OISE/University of Toronto.

-
- Margaret, J. (2009). House-Girls gemember: Domestic workers in Vanuatu. *The Contemporary Pacific*, 21(2), 144-147.
- Mugenda & Mugenda (2003). *Research methods-quantitative and qualitative approaches*. Nairobi, Kenya: ACTS Press.
- Nike Foundation (2006). *Getting Girls on the anti-poverty agenda, the Synergos Institute*. Retrieved from <http://www.synergus.org/.../0603nike.htm> on September 2018.
- Odimu K. N. (2005). Workplace violence among domestic workers in urban households in Kenya. A case of Nairobi City. *EASSRR*, 23(1), 37-61.
- Robson, C. (2002). *Real World Research (2nd Edition)*. Oxford, UK: Black Well Publishing Co.
- Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research methods for business students (4th Edition)*. Spain: Mateu Cromo, Artes Graficas.
- Smith, G. (1997). "Madam and Even", a caricature of black women's' subjectivity? *Agenda*, 31, -Quoted in Brenda Grant, *Domestic workers: Employees or Servants*
- Tali, A., Maura, K., & Jillian, T. (2006). *Culture clash: Domestic workers and their employers in Kenya*, (Unpublished Research, University of Nairobi).
- UNICEF (2004). *Efforts against child labour often overlook domestic workers*. Geneva, NY: Sages Press.
- UNICEF (2010). *Slum women struggle to put food on the table Nairobi*. Retrieved from <http://www.osfea.com/1.html> on September 2018.
- Wainaina M. (2002). *Training and empowerment programs for female domestic laborers in Nairobi, Kenya: Implications for alleviation of female poverty*, (Unpublished thesis, University of Nairobi).

Historical and Contemporary Perspective of Christian-Muslim Dialogue: A Response to Historical Injustices and De-Radicalization in Kenya

Author: Patrick Mburu Kamau

Africa Nazarene University, P.O. Box 53067 – 00200, Nairobi

School of Religion and Christian Ministry

Author E-mail: pkamau@anu.ac.ke

Abstract: *This paper aimed at examining historical and contemporary perspective of Christian-Muslim dialogue in Kenya's context. Further, the paper sought to identify the occurrence of injustices in Kenya and the numerous ways the government of Kenya can address the issue of deradicalization. In brief, the paper covers the following aspects: the historical perspective of Christian-Muslim dialogue, the contemporary perspective of Christian-Muslim dialogue, cases of historical injustices and the various strategies used in de-radicalization in Kenya's context. The historical perspective of Christian-Muslim dialogue is further sub-divided into pre-colonial, colonial and post-colonial instances of Christian-Muslim dialogue. The contemporary perspective zooms into the current instances of Christian-Muslim dialogue which include both the existing social and political trends of interfaith dialogue. Multiple historical injustices are highlighted and various ways of curbing radicalization are discussed. This paper uses secondary sources of information done by scholars and researchers on the topic of Christian-Muslim dialogue in Kenya. The paper provides a platform for other researchers to conduct further investigation using empirical techniques on the interfaith dialogue in Kenya. It enables the readers to understand the different perspectives of Christian-Muslim dialogue in Kenya and can therefore form the basis for fostering mutual understanding between the two common faiths in Kenya.*

Keywords: *Christian-Muslim Dialogue, De-radicalization in Kenya, Interfaith historical injustices, Radicalization*

1.0 Introduction

Inter-religious dialogue is a formal process in which representative members of at least two religious communities gather for a comprehensive and somber discussion of the beliefs and practices that separate the communities (Brajovic, 2007). The inter-faith dialogue aims at increasing mutual understanding and good relation, identifying causes of tension in Christian-Muslim relations, building understanding and confidence to overcome or prevent

tensions, breaking down the barriers and stereotypes which lead to distrust, suspicion and intolerance.

Kenya is a diverse country with the population belonging to different religions; the main religion in Kenya is Christianity, which is followed to by an estimated 84.8% of the total population. Islam is the second largest religion in Kenya, practiced by about 9.7% of the total population. Other faiths practiced in Kenya are Buddhism, Hinduism and traditional religions (Pew Research Center, 2013). According to Christine Nicholls (2017) the first Christians to visit East Africa were Vasco da Gama and his crew, including Roman Catholic missionaries, in 1498. In 1564 the Portuguese Viceroy of India ordered that the gospel be preached around Mombasa and three years later an Augustinian monastery was established there. In 1597 the Augustinian friars at Mombasa claimed that they had 600 African converts, including slaves, Swahilis and Bantu people from the coastal region (Hassan, 2010). The Muslim governor of Faza also helped to build a chapel, resulting in a flourishing Christian community and the Portuguese also built a chapel at Shela, Lamu. Shaheen & Sakina (2007) claim Islam was the first foreign religion to have reached East Africa at the turn of the eighth century. The first Muslims who arrived on the East African shores were seeking political and safety from the anti-Shia Umayyad dynasty. Another group of immigrants known as Zayids established themselves as a small separate community on the Benadir coast after they left Yemen.

The encounter of Christianity and Islam as religions is a major constituent of world history. The earliest Christian-Muslim dialogue recorded occurred in the court of the Christian Negus of Abyssinia where a group of Muslims pleaded for sanctuary in the country (Ammah, 2007). The percentage of Christian-Muslim relations is higher in Africa than any other part of the world, since Africa that has the largest Christian and Muslim populations on roughly equal scale.

Owing to the issues related to Christian-Muslim and interfaith conflicts, this paper provides an overview of historical and contemporary perspective of Christian-Muslim dialogue in Kenya's context. It further addresses the question of religious historical injustices in Kenya and provides strategies that can be adopted to curb religious de-radicalization. The paper covers the following: historical and contemporary perspective of the Christian-Muslim dialogue, cases of historical injustices in Kenya, ways of de-radicalizing of religious radicals, and the conclusion of the researcher.

2.0 Historical and Contemporary Perspective of Christian-Muslim Dialogue

2.1 Introduction

This section will discourse the historical perspective of Christian-Muslim dialogue and the contemporary perspective of Christian-Muslim dialogue. The historical perspective focuses on the pre-colonial, colonial and post-colonial perspective of interfaith dialogue. The contemporary perspective observes aspects like Islamic Fundamentalism, Terrorism, Establishing the Kadhi court and Incorporation of Islamic Religious Education in school curriculum.

2.2 Historical Perspective of Christian-Muslim Dialogue

2.2.1 Pre Colonial and Colonial perspective to Inter-Faith Dialogue

In East Africa, Ward (1999) mentions that the first Christian-Muslim dialogue occurred in Abyssinia which was under the rule of Negus. Ward explains that the Christian king, Negus, allowed the Muslim exiles to live in his kingdom. Bedouin and Indian Muslims extended to the islands of East Africa drift, for example, Zanzibar, Mombasa and Malindi (Lapidus, 2002). After some time, rivalry between evangelism and da'wah was experienced amid the foreign pilgrims. The British states engendered the Christian confidence joined by holistic advancement, for example, exchange, training and foundation. The French pioneer government which managed a large portion of the Arab nations did not offer such chances to the Muslims. Under the East African pilgrim governments, Muslims learned about the coming of trained Christian missionaries and left in issues of confidence and advancement.

Colonization likewise accompanied Christian minister extension in Africa (Mugo, 2005). English pioneer government is blamed for utilizing strategic administration styles of controlling the religious talk in Africa (Gellar, 2006). The British administration picked religious Muslim pioneers into the support framework while ousting, detaining or just barring others (Levtzion, 2000). This suggests progression of Islam amid provincial circumstances ended up in clashes with the frontier powers. The Berlin Conference (1884-1885) prompted the division of Africa into states enabled religious flexibility (Förster, et al., 1988). Christian teachers could openly fly out unlimited to British, French, Belgian and Portuguese states (Mahmood, 1996). Before the finish of the nineteenth century, the greater part of the Islamic states in Sub-Saharan Africa had vanished (Insoll, 2003). The pilgrim governments were pluralistic or multi-religious individuals.

2.2.2 Post-colonial perspective to Inter-Faith Dialogue

Christians and Muslims political engagement originate before Kenya's freedom in 1963. Salim (1973) noticed that the Coast Arab Association (CAA) primarily framed by Arab Muslims, showed up on the Kenya political scene in 1921. The affiliation's fundamental motivation was to appeal to the 'apparent' Christian-ruled British frontier government to incorporate Arab-Muslims in the Legislative Council. Salim (1973) additionally takes note of that the British provincial

government respected the weight and distributed two seats in the administrative chamber despite the fact that the CAA had asked for two seat on the official and four seats on the authoritative board. In 1958, African Muslims shaped African Muslims Society (AMS) with a motivation to be included in national legislative issues (Kenya National Archives, OP/7/497). The AMS, as a political association got a mishap when the provincial specialist declined to recognize religious portrayal on the political field, Ndzovu (2009).

Daniel Arap Moi's time (1978-2002), religion step by step became the dominant focal point in Kenyan legislative issues. For example, President Moi once in a while looked for the help of Muslim groups and in such events he respected their requests by promising Muslims flexibility of inner voice. In different occurrences, Muslim groups denounced Kenyan government: they saw as Christian-overwhelmed - favoring more to Christians than Muslims (Mazrui and Ibrahim, 1994). In the 1990s, Kenya African National Union (KANU) became a political party of all Kenyans paying little respect to one's religious association. The political changes of the 1990s lead Kenya to a multiparty State. The survey of the Kenyan Constitution to permit multiparty prompted arrangement of a few political gatherings comprehensive of Islamic Party of Kenya (IPK), among others. The IPK was viewed as a danger to KANU thus denied legitimate enlistment. The KANU government rather built another political gathering under the name United Muslims of Africa (UMA) as an option to IPK (Maupeu et al, 2005).

2.3 Contemporary Perspective of Christian-Muslim Dialogue

Contemporary patterns of Christian-Muslim relations in Kenya tend to move from overlooking religious contrasts to understanding those distinctions keeping in mind the end goal; to live peacefully with each other. This change in perspective from overlooking religious contrasts to understanding them is being engendered through two regions: change in the hearts and minds by supplying constructive data and facts; and societal-compassionate activities. Some contemporary perspective of Christian-Muslim dialogue includes: Islamic Fundamentalism, Terrorism, Establishing the Kadhi court and Incorporation of Islamic Religious Education in school curriculum.

East African nations including Kenya have been blamed for filling in as the rearing ground of fundamentalist Islamic gatherings (Rabasa et al, 2006). The Al-Shabab operating in East Africa is an Islamic fundamentalist group that is intolerable to other religions and secular laws. The AlShabab has launched a series of attacks in East Africa and mostly in Kenya (Anderson & McKnight, 2014). The Kenya National Muslim Advisory Council (KENMAC) blames some Muslim religious leaders for advancing radicalism by encouraging young people to battle in the Kenya Al-Shabab war in Somalia (NTV Media, 25.12.2011). Carelessness of the Kenyan security department has encouraged the development of Islamic radicals. Islamic

fundamentalism has created mistrust and suspicion of the Muslim citizens. Despite the fact that most Kenyan Muslims criticize fundamentalist gatherings, most Christians view all Muslims as radicals that need to be detained.

The Anti-Terrorism Bill (2003) was passed by Members of the Kenya Parliament consisting of both Muslims and Christians. The Bill at first was opposed by the Association of Muslim Organizations in Kenya (Amok) on the grounds of the Bill's definition of terrorism. The director general of Amok stated, "It is too general while we think the definition should be specific. If left without changes, a rogue police officer can abuse the law and arrest someone for making noise on the streets and press terrorism charges" (Standard Digital, 2012).

Islamic Religious Education (IRE), being taught in Kenyan primary and secondary schools, is one of the contemporary issues that encourage positive relationship between Muslims and the Kenyan government. The Ministry of Education has set since 1980s a complete curriculum for IRE programme from primary to secondary levels in line with Christian Religious Education (CRE) curriculum. The ministry has also trained and employed hundreds of Muslim teachers to teach IRE and Arabic subjects to Muslim pupils and students across the country. An Islamic Teachers Training College was established in Mindanao, Mombasa whose sole purpose is to train Muslim teachers how to teach IRE and Arabic subjects (Alio, 2015).

Kadhi Courts are subordinate civil courts which exclusively deal with limited civil cases that relate to Muslim parties under supervision of The High Court. Those civil cases are: marriage, inheritance and divorce (Constitution of Kenya, 2010). The president of Kenya, Jomo Kenyatta and the prime minister of Zanzibar, Mr. Shamte, and the Sultan of Zanzibar signed an agreement in October, 1963 whereby the Sultan of Zanzibar surrendered his claim of sovereignty over the coast to Kenya in return Mzee Kenyatta guaranteed the continued existence of the Kadhi Courts among other guarantees (Tayob, 2013). The Kadhi courts are still operational in Kenya and thousands of Muslims go to the courts to settle civil cases.

3.0 Historical Injustices

The Christian-Muslim relation is affected by political and societal issues. As noted in the historical and contemporary perspective of the Christian-Muslim dialogue, there have been cases of political and societal discrimination based on religion. Alio (2015) states that there has been a number of human rights violations against the citizens of the North Eastern regions carried out by state personnel. From 1963 to 1968, Kenyan security personnel imposed state of emergency on the whole Northern Frontier District (NFD). During the state of emergency in 1960s, most of the young Kenyan nomadic tribe's men left the district due to the injustices and killings. The victims estimate the number of those who were shot dead during the state of emergency to be 2,700

pastoralists of Somali and Borana descent (Anderson, 2014). In 1980s, President Moi's government was accused of committing a massacre in Garissa, the incident occurred when Kenyan government forces, acting on the principle of flushing out a local gangster. Human rights organizations estimated incident claimed over 3000 lives (Hassan, 2010). This heinous incident was followed by another cruel one which took place at Wagalla air strip in Wajir District in the same province on 10th February, 1984. Kenyan security forces, responding to inter-clan fight rounded up and detained over 5,000 men, confined them at the Wagalla airstrip, stripped them naked and held them without food and water for four days. The exact number of the deaths is unknown but eye witnesses confirmed that the death toll rose to 5000 (Mahmood, 2011). For years the Kenyan government denied that the massacre had taken place and insisted that only 57 people were killed in a security operation to disarm the area's residents. It was not until October 2000 that the government publicly acknowledged the wrongdoing committed by its security forces (BBC, 2000).

Muslims feel disregarded in a Christian-commanded political situation in Kenya. The presumption that Muslims are politically impaired has caused much doubt in issues of Christian-Muslim relations in the nation. For instance, in 1958, African Muslims Society (AMS) suggested to be included in national legislative issues (Kenya National Archives, OP/7/497) and was turned down by the provincial specialist who declined to recognize religious portrayal on the political field (Ndzovu, 2009).

4.0 De-radicalization Strategies in Kenya

Unemployment, poverty and political relegation are key factors contributing to the Islamic radicalization of Kenyan youths. The situation must be addressed through economic empowerment and inclusive policies that empower and involve the Kenyan youths (IRIN, 2013). ISS report (2011) found that Islamist militants were exploiting sub-standard socioeconomic condition of Kenya to provide basic services and win the general support of ordinary people. The Muslim Youth Centre (MYC) became a radical group by having an extreme interpretation of Islam and prepares members to travel to Somalia for 'jihad'. According to Buluma (2013), AlShabab announced a merger with MYC in 2012.

According to Osman (2014), not only does Kenya's fast growing cities provide opportunities but they also come with hardships youth experience including; job shortages, high costs of living, family separation and lack of social structures. The difficulties of urban life are a source of youth frustration and may render young people vulnerable to radical influences. Counter-radicalization programs make special efforts to reach young people struggling to survive in large cities. Such counter-radicalization programs include; equal and fulfilling youth employment opportunities and youth involvement in policy making (ISS, 2011).

The government of Kenya should develop an effective intelligence service that identifies and provides operative counter intelligence on threats on national security as it depends on the police service to effectively neutralize the threats (Osman 2014). The government of Kenya can also cripple radicalization by establishing counter-terrorism laws that limits the chances of youths being contacted by radical groups. This involves maintaining a strong hand-grip on social media activities. The Kenyan religious groups and leaders also play a significant role in countering terrorism and youth radicalization. Religious groups and leaders representing different faiths have an essential role to play in promoting inter-religious or intra-religious dialogue, tolerance, and understanding and cooperation among religious communities (Badurdeen, 2018).

5.0 Conclusion

Christian-Muslim dialogue is significant in ensuring peace and prosperity of the country. Interfaith dialogue should be encouraged since it promotes the investigation of shared characteristics and shared convictions between religions which in turn reduces pressure, promotes love and acknowledgment among individuals from the two beliefs. Muslims and Christians need to join their powers and open entryways of exchange and collaborations as they react to helpful necessities influencing their social orders.

Social influence of Christian-Muslim encounter in Kenya has its share on the relations between the two faiths. Socially, Christians and Muslims work together in a number of occasions as they offer compassionate activities. For instance, during the 2007/2008 Post-election Violence (PEV) in Kenya, Christians and Muslims provided food and other items to the displaced irrespective of their religious background. Social support influences Christian-Muslim relations such that people are able to provide physical needs to the poor. In light of social influence in interfaith dialogue, both faiths extend their support to each other. Thus, in such spirit, there is a need to develop a more concrete relationship between Christians and Muslims that touches not only social and physical aspects but all spheres of human development.

References

- Alio, M. S. (2015). Kenyan Christian–Muslim Relations: Bridging Factors and Persisting Challenges. *International Journal of Education and Research*, 3, 111-128.
- Ammah, R. (2007). Christian–Muslim relations in contemporary sub-Saharan Africa. *Islam–Christian Muslim Relations*, 18(2), 139-153.
- Anderson, D. M. (2014). Remembering Wagalla: state violence in northern Kenya, 1962–1991. *Journal of Eastern African Studies*, 8(4), 658-676.

-
- Anderson, D. M., & McKnight, J. (2014). Kenya at war: Al-Shabaab and its enemies in Eastern Africa. *African Affairs, 114*(454), 1-27.
- Badurdeen, F. A. (2018). Surveillance of Young Muslims and Counterterrorism in Kenya. In *Governing youth politics in the age of surveillance* (pp. 93-107). Routledge.
- Brajovic, Z. (2007). The potential of inter-religious dialogue. *Peace Building and Civil Society in Bosnia-Herzegovina. Ten Years after Dayton*, 185-214.
- Buluma, G. (2013). *Al-Shabaab: The Threat to Kenya and the Horn of Africa*. Army war college Carlisle barracks pa.
- Christine, N. (2017). *How did Christianity come to Kenya? Stories from East Africa's Past*. Constitution, K. (2010). Government Printer. *Kenya: Nairobi*.
- Förster, S., Mommsen, W. J., & Robinson, R. E. (Eds.). (1988). *Bismarck, Europe and Africa: The Berlin Africa conference 1884-1885 and the onset of partition*. Oxford University Press.
- Gellar, S. (2006). Religion and Democratization in Colonial and Post-Colonial Africa: *Parallels in the Evolution of Religious and Political Governance Structures*. Indiana University: Bloomington, Indiana.
- Hamden, E. L. (2010). *Islamophobia and the Question of Muslim Identity: The Politics of Difference and Solidarity*. Fordham University Press: New York.
- Hassan, M. (2010). Christian–Muslim Relations in Kenya: A Catalogue of Events and Meanings. *Islam and Christian–Muslim Relations, 18, 2010, 287-307*.
- IRIN. (2013). *Countering the Radicalization of Kenya's Youth*. Retrieved from: <http://www.irinnews.org/report/97982/countering-radicalization-kenyas-youth>
- Insoll, T. (2003). *The Archaeology of Islam in Sub-Saharan Africa*. Cambridge University Press: New York.
- Institute for Security Studies. (2011). *African Counter Terrorism Legal Frameworks a Decade After 2001*.
- Kenya admits mistake over 'Massacre'. 2000 October 18. Retrieved from: <http://news.bbc.co.uk/2/hi/africa/978922.stm>
- Lapidus, I. M. (2002). *A history of Islamic societies*. Cambridge University Press.

-
- Levtzion, N. and Pouwels R.I. (2000). *The History of Islam in Africa*. Ohio University Press: Athens, Ohio.
- Mahmood, M. (1996). *Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*. Princeton University Press: Princeton, New Jersey.
- Mahmoud, H. A. (2011). Conflict and constraints to peace among pastoralists in Northern Kenya. *Understanding obstacles to peace-actors, interests, and strategies in Africa's Great Lakes region*, 146-168.
- Maupeu, H., Katumanga, M., & Mitullah, W. (2005). *The Moi succession: the 2002 elections in Kenya*.
- Mazrui, A.M. & Ibrahim N.S. (1994). *The Swahili Idioms and Identity of an African People*. Africa world press: New Jersey.
- Mugo, G. (2005). *Kenya: From colonization to independence, 1888-1970*. McFarland.
- Ndzovu, H. (2009). *Muslims and Party Politics and Electoral Campaigns in Kenya*. Working paper no. 09-001. Buffett Center: Northwestern.
- Pew Research Center (2013). *Pew Research Center's Religion and Public Life Project*. Retrieved from: <http://www.globalreligiousfutures.org/countries/kenya>
- Rabasa, A., Chalk, P., Cragin, K., Daly, S. A., Gregg, H. S., Karasik, T. W., ... & Rosenau, W. (2006). *Beyond Al Qaeda, Part I, The Global Jihadist Movement*.
- Salim, A. I. (1973). *Swahili-speaking peoples of Kenya's coast, 1895-1965*.
- Shaheen, A. & Sakina, M. (2007). *Muslims in Kenya: An Overview*. Published online: 20 Mar 2007. Pages 144-156.
- Standard Digital. (2012). *Kibaki signs Historic Anti-terrorism Bill*. Retrieved from: <https://www.standardmedia.co.ke/article/2000068354/kibaki-signs-historic-antiterrorism-bill>
- Tayob, A. (2013). *Kadhis Courts in Kenya's Constitutional Review (1998–2010). A Changing Approach to Politics and State Among Kenyan Muslim Leaders*. *Islamic Africa*, 4(1), 103-124.

Ward, K. (1999). Africa' in A. Hastings (ed.). A World History of Christian

Influence of Examination Based Teaching on the History Subject Discourse in Secondary Schools in Abogeta, Meru County, Kenya

Authors: Caroline Gakii Ntwiga and Boniface Njuguna Mwangi,
Africa Nazarene University, P.O. Box 53067 – 00200, Nairobi,
Email of the Corresponding Author: bmwangi@anu.ac.ke

Abstract: *Overemphasis on passing in the examinations can create pedagogies that incline to the test and could have adverse effects on the intended curriculum and the output as well. This comes about when teachers shift goals from those of helping the learners gain a deeper understanding of what they are being taught to that of reproducing the taught content in order to attain high scores and hence good grade. The purpose of this study was to investigate the influence of examination based teaching (EBT) on history subject discourse in secondary schools in Abogeta division, Meru County, Kenya. The study investigated how EBT influenced the teaching strategies, the history subject syllabus coverage and the history students' application of knowledge, concepts and principles. The study was anchored on B.F. Skinner's theory of operant conditioning. The study employed survey and correlational designs. The target population consisted of 1203 form four history students and their 32 teachers from all the 24 secondary schools in Abogeta division. Through census sampling technique, 32 teachers were sampled while stratified and simple random sampling was used to select 120 history students to take part in the study. Data was collected using students' and teachers' questionnaires. The instruments content and face validity was ascertained through pilot testing and expert judgments. Calculation of reliability was done through the use of Cronbach's Coefficient Alpha which give a value of 0.7. Data was analyzed by use of frequencies, percentages, means and the standard deviation. Hypotheses were tested at 95% confidence level using the Pearson correlation analysis. Most teachers were found to use EBT (3.22, $s = 1.1$). Further the use of EBT was found to have a strong and significant influence on the history syllabus coverage ($r = 0.969$, $p < 0.05$). However, EBT had a weak negative but significant influence on the teaching strategies ($r = -0.403$, $p < 0.05$) and student's application of history subject concepts and principles ($r = 0.394$, $p < 0.05$). The study therefore concluded that EBT is widely used as a mode of instruction in schools and though it leads to syllabus coverage, it compromises the use of learner centered teaching strategies and above all diminishes student's acumen in understanding, analysis, and application of history subject concepts and principles. The study recommended that teachers should restrain employing EBT as a mode of instruction in class and involve a variety of other teaching strategies to ensure that students use subject content effectively in and out of academic circles.*

Keywords: *Examination Based Teaching (EBT), History Subject Discourse, History Teaching Strategies, History Teaching Concepts and Principles*

INTRODUCTION

The purpose of education is to provide opportunities for the acquisition and development of relevant knowledge, skills and attitudes associated with sound moral and spiritual values. The study of history offers a wide range of materials involves numerous skills and leads to insight and generalization which challenge the varied capacities of each student (Meheta, 2016). In practice, teachers have curriculum guides outlining objectives and content that is expected of all students in a particular subject area (Burden & Byrd, 2013). Basically every subject in the school should provide skills like critical thinking, disaster preparedness, desirable moral standards, problem solving skills, positive attitudes and mutual respect (Boit, Njoki, & Chang'ach, 2012). Teaching methods in education refers to the instructional approaches that are used by teachers to help students to learn the content in a particular subject. This is how students make sense and understand the key facts, concepts, generalization and skills of a subject (Burden & Byrd, 2013). There are renowned modes of instruction that are used in effective subject delivery in the schools in Kenya (Karimi, 2013). There is no single method that qualifies successful teaching of history. The choice of a suitable method depends on many factors such as the learner, the nature of the subject, the facilities available and the teacher's attitude. However, the methods employed in teaching of history today should be associated with the learning activities of students like discussion method, project method, source method and dramatization and story-telling method (Pallavi, Nayak & Harichandan, 2016).

It was observed in history subject discourse that though the curriculum be the best, the most perfect syllabus remains dead unless quickened into life by the right methods of teaching (Meheta, 2016). Examination based teaching (EBT) is an instructional practice where the teacher's delivery of content endeavors to ensure student's excellent performance in national examination. EBT has been blamed for history students' inability to use learnt skills in practical situations even after performing excellently in national examinations (Wangi & Mania, 2015).

The use of EBT is attributed to an examination oriented education system where all weight of the student's ability is thrown on grades; high grade achievers win affection from teachers while other students gawk in awe (Fang, 2014). The Kenyan system of education is a one-off KCSE exam which is the ultimate decider of the path that a student will take after high school. The content delivered to students is a significant aspect of the output there after. If the mode of instruction comprises of some elements of the subject discourse, then the output will also be compromised quality wise. This is because pedagogies should facilitate in learners the development of critical

consciousness and reflection on issues, lead to the desired change and transformation that benefit them and the society (Ornestein & Hunkins, 2013).

Teachers constitute a large single group of trained professionals; they are a force whose role in any change implementation is indispensable. According to (Burden & Byrd, 2013), teaching is a situation where teachers think and make decisions about the content, instructional strategies, instructional materials, delivery techniques, discipline and assessment of students. Teaching approaches and their variations are necessary to optimize learning; however, the variations should be within the benefits of the students and the goals of the education process (Kiruhi, Githua & Mboroki, 2009).

Examination Based Teaching (EBT) can be defined in regard to what it entails. This is an instructional practice where the teacher's delivery of content endeavors to ensure student's excellent performance in national examination. According to (Sifuna & Otiende, 2009), the characteristics of EBT can be traced back in 1000BC is the early civilization of Egypt. Teaching was done by a basic approach of learning, memorizing and repeating word for word. Learners were not encouraged to relate what they learnt to everyday life, nor were students allowed to apply what was learnt to problem solving. In EBT learners are taught content that is predicted to be examined while sometimes the same content is repeated several times for the students to memorize (Boit et al., 2012). In this instructional method, many teachers in class incline towards objective information that cannot be disputed; information that emphasizes on memorization of facts. Teachers wind up teaching towards the examination, the examinations itself becomes the curriculum (Krumboltz & Yeh, 2005). In this situation however, Otieno (2010) argues that educators should realize that there are aspects taught in schools that are not tested but which prepare learners for the world outside books.

EBT as a practice has slowly crept into classroom instruction in schools in Kenya. In the Abogeta Division of the Meru County, EBT is being blamed for history students' inability to use the skills learnt in subjects in practical situation even after performing so well in the subject in national examinations (Wanga & Maina, 2015). This claim lacks empirical evidence. This is a problem that needs to be addressed otherwise the country will be required to hire experts to do tasks that Kenyan students could easily accomplish. The study therefore, attempted to investigate the influence of EBT on the history subject discourse in secondary school in Abogeta division, Meru County, Kenya. The study was further guided by the following hypotheses: a) EBT has no significant influence on teaching strategies in history subject discourse in secondary schools; b) EBT has no significant influence on the depth of history subject syllabus coverage in secondary schools; c) EBT has no significant influence on the students' application of history subject Knowledge concepts and principles in secondary schools.

REVIEW OF RELATED LITERATURE

Teaching strategies are plans by which teachers organize learning experiences for learners in order for them to acquire the intended knowledge, skills and attitudes (Kiruhi, Githua & Mboroki, 2009). There are various methods, approaches and techniques that are used to teaching history, for instance the constructive approach, inductive method, deductive method, and cooperative learning. There is no method that is universally applicable (Meheta, 2016), however when teachers concentrate in examination performance of their students they do not put into account the nature or abilities of their students since some approaches of teaching history like dramatization gives reality and concreteness to lower performing students (Pallavi et al., 2016).

It is worth noting that teacher's academic qualifications, knowledge of the subject matter, competence and the methods of instruction have effective impact on the learning process (Codruta, Simona & Georgeta, 2011). Teaching strategies should emphasize the need for learners to ask questions, to experiment, to explore, to discover, to solve problems, to investigate, to do projects and to perform tasks. Examination centered mode of teaching encourages repetition and rote learning and is hardly relevant and fair to a student. Students feel valued when instruction and subject content takes into consideration the diversity of the learners and their aspiration in the future (Karimi, 2013). In examination based teaching the teacher's main role is to transmit knowledge while learners passively listen and take notes. This is opposed to the discovery teaching strategy where the teacher's role is to facilitate learning and guide learners' activities. Its main focus is discussion and problem solving in the process of learning (Kiruhi, Githua & Mboroki, 2009). Burden and Byrd (2013), advocates the use of a variety of teaching strategies in order to put consideration the nature of students and the available facilities.

According to Meheta (2016), strategies like discussion cum narration method of teaching history provides dual benefits to students. It provides adequate scope for students' participation in the selection of topics or problem presenting ideas, analyzing ideas through exchange of ideas and taking decision with suitable support material. The use of examination based learning does not provide for discussions and narration which are thought to consume more time. It is therefore clear that teaching to the test does not only affect content organization but also the delivery of subject knowledge, principles and concepts altogether. Teachers abandon their best teaching routines in order to comply with standards-based education and be judged accountable (Kubow & Fossum, 2007). This implies that the teaching strategies used by teachers can neither deliver the intended subject content or on the basis of pressure to excel in the examinations, incline to teaching that puts more emphasis in examinations. There is therefore need to find out the influence of teaching inclined to the test on the effective strategies of teaching history subject

A syllabus can be defined as the depth and width of a subject content that learners are expected to cover within a particular period of time. It includes the knowledge, skills, attitudes and values related to a subject and the resources and means through which learning is accomplished (Burden & Byrd, 2013). According to Wayne (2009), in the prevalence of examination centered instruction and hence high stakes testing, there was narrowing of the curriculum content because content was selected to match what was in the test. Essential subjects were those that were tested and subjects considered insignificant as far the examinations were concerned were eliminated. Some schools and teachers eliminated recess- this is because it was not in the test. Instead of being guided by the curriculum and aligning instruction and assessment with the curriculum the opposite happens, teachers commence with the test and incline content and instruction to the test. Education and instruction is not all about performing well in tests (Ornestein & Hunk in, 2013). It is important for stakeholders to realize that students require to have whole some subject content in other areas not necessarily for examination purposes, this is why this study is important.

According to Pallavi et al., (2016) history should instill in the learner the ability to rationally inquire and analyze issues at hand, provide intellectual fulfillment to the learner through its in-depth study, influence career choices, whether one is to be good teacher, lawyer, social worker or a public administrator. History subject is meant to enable students to manage the present better and plan for the future. Students therefore require to be exposed to the concepts and principles of history by participating in activities through instruction that address vital subject content (K.I.E, 2011).

METHODOLOGY

The study adopted survey and correlational research designs. Survey was chosen because it enables the researcher to generalize the findings to a larger population. The study aimed at collecting information from respondents on their opinions in relation to the characteristics of EBT and the influence it has on the history subject discourse in secondary schools in Abogeta division Meru County. Correlational research design was also used as the study sought to establish the relationship between the study variables. A survey is a research method involving the use of standardized questionnaires or interview to collect data in a systematic manner (Bhattacharjee, 2012). Closed ended questionnaires and the likert scale were used to obtain primary data, secondary data was found in written literature. The target population of this study consisted of 24 secondary schools in Abogeta division with an estimated population of 1235 teachers and students; 32 history teachers and 1203 history students. The subjects of the study were drawn from the 24 secondary schools. The respondents were form four history teachers and students in particular students pursuing history subject. The questionnaires were administered to form four history students only. This is because the candidates had been longer in school as compared to the other students and therefore it was assumed that they would give more information in regard to

the study. The information on the number of form four students in the division was obtained in the Imenti South sub county education office. The division had 32 history teachers and therefore the census method was used to acquire a sample for the teacher respondents, this is because of the small size and to ease the management of the population of the study. The students sample size was calculated as 10 % of the population (1203) giving 120 students. Using stratified sampling, the 120 students were drawn from the three strata or school categories; boys' only, girls' only and mixed schools. From each category, 40 students were selected using simple random sampling regardless of gender.

Data were collected using the history students' questionnaire and history teachers' questionnaire. Both questionnaires had a Cronbach alpha coefficient of over 0.7 which was sufficient for the study (Waldeck, 2013). Expert judgment was also involved in order to ensure that the instruments had content and construct validity. Both descriptive and inferential statistics were used for data analysis. Inferential statistics was used to test the hypothesis. The researcher used Pearson Product Moment correlation to determine the correlation between the examinations based teaching and history subject teaching strategies, subject syllabus coverage and the students' application of subject knowledge, concepts and principles in secondary schools in Abogeta division Meru County.

RESULTS

Introduction

The study sampled 32 history teachers and 120 history students. However, 25 teachers' questionnaires and 117 were successfully completed and returned constituting 97% response rate. According to Babbie (2014), a response rate of more than 70% is sufficient for a study. The study respondents were fairly distributed in regard to gender since 52.1% (61) of the respondents were female students while 47.9% (56) were males while 52% (13) of the teacher respondents were males and 48% (12) were females. The purpose of the study was to investigate the influence of EBT on history subject discourse in secondary schools in Abogeta division, Meru County, Kenya. The history subject discourse was defined in terms of the teaching strategies applied (learner or teacher centred), the depth of the syllabus coverage and the level of students' application of subject knowledge, principles and concepts.

For each objective, statements in a five point Likert scale were scored and a weighted mean computed. The computed mean was such that a mean value of 1 to 2.8 - disagree, 2.9 to 3.2 – undecided, 3.3 to 5- agreed. In order to capture the dependent variable EBT, history teachers were required to gauge the extent to which they adhere to several aspects of Examination Based Teaching on a five point Likert scale where strongly agree was rated number 5. The more a teacher

practiced these aspects the more it was certain that the teacher practiced the Examination Based Teaching. The three dependent variables, that is teaching strategies applied, the depth of the syllabus coverage and the level of students' application of subject knowledge, principles and concepts had a weighted mean of 2.8, 2.7 and 3.2 respectively (as rated by history learners). On the other hand, the dependent variable (aspects of EBT) had a weighted mean of 3.6 as rated by history teachers.

Test of Hypotheses

The researcher aimed at testing the three formulated null hypotheses in order to find out whether there exists significant relationship (influence) between each of the dependent variables and the use of EBT in Abogeta division, Meru County. To accomplish this, Pearson product moment correlation analysis was conducted and the results are as shown in Table 1. It was evident from Table 1 that there existed a significant negative relationship between all the independent variables and the dependent variable ($p < 0.05$). Thus, all the three null hypotheses were rejected and the alternatives adopted. The use of EBT had the strongest negative significant influence on depth of history subject coverage ($r = - 0.832$) implying that EBT leads to shallow coverage of syllabus. Likewise, EBT encouraged teachers to use teacher centred strategies and inhibited learners' prowess in applying history concepts and principles. However, EBT had a weak correlation with teaching strategies ($r = - 0.403$) and learner's application of principles and concepts ($r = - 0.394$).

Table 1
Correlations between Aspects of EBT, Teachers teaching strategies, Depth of syllabus coverage and Students Application.

		Aspects of EBT	Teacher teaching strategies	Subject syllabus coverage	Student's application
Aspects of EBT	Pearson Correlation	1			
	Sig (2-tailed)				
	N	142			
Teacher teaching strategies	Pearson Correlation	-.403**	1		
	Sig (2-tailed)	.000			
	N	142	142		
Depth of syllabus coverage	Pearson Correlation	-.832**	-.436**	1	
	Sig (2-tailed)	.000	.000		
	N	142	142	142	
Student's application	Pearson Correlation	-.394**	.944**	-.428**	1
	Sig (2-tailed)	.000	.000	.000	
	N	142	142	142	142

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

Influence of EBT on Teachers' Teaching Strategies

The study went further to establish the teacher's opinion on the extent to which EBT has influenced their teaching strategies. *Table 2* shows the teachers responses.

Table 2
Perceptions of Teachers on the Influence of EBT on their Teaching Strategies.

	Responses	Frequency	Percentage
Valid	Very Influencing	6	24.0
	Influencing	16	64.0
	Not Influencing much	3	12.0
	Total	25	100.0

As evident from Table 2, 64% (16) of the respondents said that EBT averagely influenced their teaching strategies, while 24% (6) of the respondents said that EBT was very influencing in their teaching strategies.

Teacher's Experience and the Influence of EBT on Teaching Strategies

The researcher went further to find out whether the use of EBT depended on the teachers teaching experience. A cross tabulation was done between the rating of teachers on the influence of EBT on their teaching strategies and their teaching experience. The results are shown in *Table 3*.

Table 3

Cross Tabulation between Teaching Experience and the Rating of the Influence of EBT

	Very influencing	Influencing	Not Influencing Much	Total
0 - 5 Years	0	3	0	3
6 - 11 Years	1	5	0	6
12 - 15 Years	3	4	1	8
Over 15 Years	2	4	2	8
Total	6	16	3	25

A chi-square test analysis was done to find out whether there exists significant relationship between the number of years a teacher has taught and the influence of EBT on the teaching strategies. See Table 4.

Table 4

Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.122 ^a	6	.528
Likelihood Ratio	6.497	6	.370
Linear-by-Linear Association	.473	1	.492
Number of Valid Cases	25		

Since the obtained level of significance for the association between teachers' teaching experience and influence of Examination Based Teaching on the teaching strategies was greater than p value, 0.05, $\chi^2 (6, N = 25) = 5.122^a$, $p = .528$, the null hypothesis was not rejected. Thus the study concluded that there was no statistical significant association between teachers' teaching experience and influence of EBT on the teaching strategies.

DISCUSSION

EBT Influence on History Teaching Strategies

In order to establish the EBT influence on the teaching strategies adopted by history teachers, learners' opinion on statements in a likert scale were sought. Most of the students disagreed to the statements that: The mode of teaching commonly used discourages rote learning and memorization of history facts; Students' discussion is used to a large extent during lessons; Students are required to conduct research for some topics and present findings in class; Our history teacher avoids giving notes in point form as lesson progresses; Our teacher uses teaching resources such as charts and maps; Our teacher invites resource persons to narrate first hand historical events; We visit historical sites to enhance what we learn in class and Our teacher uses audio-visual materials such as drama, videos in teaching. All these statements were anti EBT the fact that most learners indicated they were not applicable in their schools, implied that most history teachers were pro EBT.

These findings were congruent to Boit, Njoki and Changach (2012) who found that EBT prevented teachers to engage all the methods of instruction meant to attract the learners' interest in class, and integration of life skills in their teaching. These are contrary to the education goals which are expected to be achieved in the school system. Similarly, in a study done in Pakistan, Rehmani (2003) noted that teachers are bound to switch their teaching methods to mainly the lecture method and adopt teacher and curriculum centered approaches to teaching and learning so as to ensure good performance in examinations. (Boit et al., 2012) echoed similar sentiments and noted that these teaching approaches turn students into learning machines all day long throughout the four-year period. Students wake up at dawn, and attend lessons up to 9 pm daily, without the respite that should punctuate learning such as visit to historical sites, viewing of educative videos, talk by a resource person and others.

According to Verma, (2009) when the teaching strategy employed in class encourages rote learning and memorization of facts it discourages the development of critical thinking; a vital element in the study of history subject. On the other hand, when teacher dictate notes in point form students in the long run are encouraged to memorize the content. Further, the study found that learners were never engaged in research and presentations. This was contrary to (Pallavi et al., 2016) who reiterated that though projects and research have their own disadvantages like being expensive and disrupting school work; they enhance the pupil's co-operation in planning and execution, they enjoy immiscible satisfaction and pleasure which are pivotal aspects in the subject discourse.

Overall, the mean response of learners regarding the history subject teaching strategies was 2.8 implying that teacher centered strategies and approaches dominated the teaching of history in

Abogeta division secondary schools. A Pearson test showed that $r = -0.403$, $p < 0.05$, implying that the use of EBT had a significant negative relationship with learner centered teaching strategies. However, the relationship was weak. The finding was similar to (Karimi, Nyaga & Ounda, 2014) finding that methods used to teach secondary school students in Imenti South District, denied learners the opportunity to actively experience a learning process. Learning was mainly teacher centered where learners acquired knowledge mainly through teachers' dictation, discussion of past papers among students and students copying notes from textbooks. This approach to learning may make learning boring, thus, creating a negative attitude towards learning. As a result, learners may not achieve their academic aspiration (Ahmad & Rao, 2012; Karimi et al., 2014). For a sound education system that seeks to nurture the recipients and manages to release their potential for national development and cohesion teachers must not only focus just on acquisition of a good grade but also ensure provision of a holistic education, which involves imparting appropriate knowledge, skills, values and attitudes that helps learner identify and develop their actual strengths.

Influence of EBT on the Depth of History Subject Syllabus Coverage

In order to examine the EBT influence on the depth of history subject syllabus coverage, learners' opinion on some statements' were sought. Most of the students disagreed to the statements that: There are no sections in our class text that our teacher has not touched; Our teacher gives research work as recommended in the syllabus; We are encouraged to get more information from online sources; Our teacher does cover all the content details as recommended in the syllabus. This finding concurs with (Pallavi et al., 2016) who found that EBT leads to shallow content coverage and although the teacher might have mentioned each item in the syllabus learners are deprived of the concrete foundation. However, the learners did agree with to the statements that; 'We are almost through with form four history subject syllabus and that Our class teacher gathers information from other text books apart from the main class text book'. Thus one noted advantage of EBT according to (Boit et al., 2012) is that teachers are able to touch every section in the syllabus and keen students are able to further consolidate the facts on their own.

Overall, the mean response of learners regarding the depth of history subject syllabus coverage was 2.7 implying that although teachers were able to touch all the areas in the recommended syllabus, they spared no time for in depth research, use of resource persons, field visits, and detailed background information. A Pearson test showed that $r = -0.832$, $p < 0.05$, implying that the use of EBT had a significant very strong negative relationship with the depth of history subject syllabus coverage. That is, the use of EBT influenced teachers to avoid in depth coverage of history syllabus. The finding corroborated Karimi et al., (2014) study which found that EBT was strongly correlated to superficial syllabus coverage. In order for the learners to fully appreciate various historical events such as the struggle for independence in Kenya or the Indian mutiny of

1857, teachers should endeavor to give the detailed background and the context in which these episodes took place.

Influence of EBT on the student's application of History knowledge concepts and principles

In order to determine the influence of EBT on the student's application of knowledge concepts and principles in history subject discourse, the history learners' opinion on some statements' were sought. Most of the learners agreed to the statements: that they could understand the concept of dates in history such as 'which came before: 350 B.C. or 50 B.C.?' that by studying history they are able to understand the present existing social, political, religious, and economic conditions of the people; and that by studying Kenya History, they have improved their sense of patriotism. The finding was in agreement with Little (2010) who asserts that a prudent history student should rise beyond mere memorization of some dates and events but also demonstrate deeper understanding by analyzing and discussing other episodes far away from the real event.

However, most learners also disagreed with the statements: that by analyzing drawings in caves, inscriptions on walls, some artifacts, they could reconstruct and describe life of a certain community objectively; that they could give a talk on tolerance with different faiths, different loyalties, different cultures, different ideas and ideals; that apart from giving facts on World Wars, one could deal with how and why questions comfortably; and that one could differentiate between a riot from an uprising as a historical event narrative. All these statements represented some tasks which required a deeper and thorough application of history knowledge, concepts and principles. These findings concur with (Yi-Ching, 2009) who found that EBT has a negative wash back effect in that it encourages teachers to narrow the curriculum and lose instructional time, leading to teaching to the test. In addition, students are not able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested (Ahmad & Rao, 2012). Overall, the aggregated mean response of learners regarding their application of History knowledge concepts and principles was 3.2 signifying that learners neither agreed nor disagreed. However, when their mean response was correlated with the extent to which their teachers used

EBT, the result showed that there was a weak negative but significant correlation ($r = -0.394$, $p < 0.05$). This implied that the teachers' use of EBT did not enhance learners' capability to apply history knowledge, concepts and principles. This finding corroborates other studies by Ahmad and Rao, 2012, Boit et al., 2012; Karimi et al., and Yi-Ching, 2009.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to investigate the influence of EBT on history subject discourse in secondary schools in Abogeta division, Meru County, Kenya. From the findings and discussion thereof, the following conclusion was made:

Most of history teachers in use EBT and as such teacher centred teaching strategies such as lecturing and dictation of a few shallow notes are predominant. Students rarely tackle research based assignments, rarely search for material from internet; hardly make educational trips and resources persons are hardly invited. The major motivating factor in remains the success in examination and thus uplifting the subject mean score and hence the school Kenya Certificate of Secondary Examination (KCSE) mean score.

In a bid to finish the syllabus in time and do some revision, most teachers fail to delve into content details as envisaged in the syllabus and instead do super visual treatise. This practice has resulted to learners less capacity to apply history knowledge, concepts and principles and thus jeopardizing the realization of Kenya National goals of education.

A number of recommendations were made:

Teachers should avoid using EBT as a mode of instruction and instead apply both expository and heuristic approaches in order to not only complete the syllabus but also involve the learners fully in acquisition of history knowledge, concepts and principles. The strategies used in content delivery should discourage rote learning and memorization of history facts. Teachers should use resources such as charts and maps often to enrich their teaching strategies.

Students should be well exposed on the objectives and the content of the syllabus as this makes them read on their own from various sources ahead of the teacher. Further, the students should be encouraged to get more information from online sources to enrich what they learn in class.

Teachers should incorporate the necessary aspects of the syllabus like field trips, and resource persons, in order to expose students more in depth content.

Teachers should restrain from giving students examinations to take home as home work but should instead exploit student's abilities by giving them projects and research work.

Teachers should ensure that the subject content and their teaching strategies create or develop critical and analytical skills in students so that they can confidently handle history in and out of academic circles.

The Ministry of Education should lay emphasis on the ability of a student in handling a subject than grades the students acquire in the examination. The overall student's examination grades should be a combination of student's subject ability over a period of time rather than one examination.

REFERENCES

- Ahmad, S., & Rao, C. (2012). Examination washback effect: Syllabus, teaching methodology and the learners' communicative competence. *Journal of Education and Practice*, 3(15),173-183. Retrieved from www.iiste.org
- Babbie, E. (2014). *Basics of social research*. Belmont, CA: Wadsworth, Cen gage Learning.
- Bhattacharjee, A. (2012). *Social science research: Principal, methods, and practices* Florida: Scholars Commons.
- Boit, M., Njoki, A., & Changach, J. K. (2012). The Influence of Examinations on the Stated Curriculum Goals. *American International Journal of Contemporary Research*, 2(2), 179-182.
- Burden, R. P., & Byrd, D. M. (2013). *Methods for effective teaching*. Boston: Pearson Publishers.
- Codruta, M., Simona, D., & Georgeta, S. (2011). *Evaluating teaching performance from theory to practice using statistical tools*. Economic science series Annals of the University of Oradea.
- Fang, M. (2014). *What do you think of China's education?* <http://www.quora.com>
- Karimi, E. (2013). Effect of examination oriented teaching on academic aspiration and attitude towards learning among secondary school students in Imenti South District, Kenya. Unpublished MED Thesis, Chuka University
- Karimi, E., Nyaga, V. K., & Oundo, M. B. (2014). *Effects of examination oriented teaching on academic aspiration among secondary school students in Imenti South District, Kenya*. *International Journal for Innovation Education and Research*, 2(5), 58-66. Retrieved from www.ijer.net
- Kiruhi, M., Githua, B., & Mboroki, G. (2009). *Methods of instruction*. Nairobi: Guygho Book & Allied Publishers.
- Krumboltz, D. J., & Yeh, J. C. (2005). *Competitive grading sabotages good teaching*. Amazon Phi Delta Kappa Publishers.

- Kubow, K. P., & Fossum, R. P (2007). *Comparative education exploring issues in international context*. Columbus: Pension Education Inc.
- Little, D. (2010). *New contribution to the philosophy of history*. Dordrecht: Springer Science.
- Meheta, T. S. (2016). *Teaching history*. Retrieved from <http://www.linkedin.in.com>
- Ornstein, P., & Hunkins, C. A. (2013). *Curriculum foundations principles and issues*. New York: Pearson Publishers.
- Otieno, S. (2010). *Syllabus over Deficiencies in Core Values*. Nairobi: The standard P.4.
- Pallavi, T., & Nayak, I., & Harichandan, S. (2016). *Modern trends in teaching history*. India: H. J. College of Education
- Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan. *International biannual Newsletter, New Delhi, 8(1)*, 58-71. Retrieved from <http://www.antriep.net/html/Antriep%20jan-june%202003.pdf>
- Sifuna, & Otiende, (2009). *An introduction of history of education*. Nairobi: University of Nairobi Press.
- Verma, J. K. (2004). *Teaching of history*. Shri Vinod Post oak Mandir Agra: India.
- Waldeck, N. E. (2013). *Advanced Technologies and Workforce Development*. London: Routledge.
- Wanga, J., & Maina S. (2015). Examination to go on as planned in *Daily Nation* 25th October.
- Wayne, A. (2009). *Unequal by design*. New York: Ronteledge.
- Yi-Ching, P. (2009). A review of washback and its pedagogical implications, *VNU Journal of Science, Foreign Languages, 25*, 257-263
-

Influence of Mathematical English on Performance of Standard Eight Learners in Public Primary Schools in Miriga Mieru, Meru County, Kenya

Authors: Faith Kathure Mberia and Boniface Njuguna Mwangi
Africa Nazarene University, P.O. Box 53067 – 00200, Nairobi
E-mail of the Corresponding Author: bmwangi@anu.ac.ke

Abstract: *Mathematical English is a unique language based on ordinary English, with highly stylized formal symbol systems. Owing to the fact that it has its own lexicon, syntax, semantics and literature; this makes it more difficult to understand than ordinary English. Understanding abstract mathematics concepts is challenging to students at different levels in Kenya. This study sought to investigate the influence of mathematical English on the performance of class 8 learners in Miriga Mieru West Division, Imenti North Sub – County Meru County. The study objectives were: to investigate the influence of vocabulary, syntactical features and lexical ambiguities on learners' mathematics performance. The study was guided by Meaney's model of mathematics register acquisition. It used correlational research design. The target population for this study was class 8 learners in public primary schools. The study comprised of 30 public primary schools, 1080 class 8 learners and 36 class 8 mathematics teachers. The study used random sampling to select the schools and learners while purposive sampling was used to select teachers from the sampled schools. Data was obtained using Learners' Mathematics Test Questionnaire (LMTQ) and Trained Mathematics Teacher's Questionnaire (TMTQ). The study established that the three independent variables statistically significantly influenced mathematics performance for class 8 learners. Syntactical features had the greatest influence on performance ($\beta = 4.549$; $t = 3.506$, $p < 0.05$). This was closely followed by lexical ambiguity ($\beta = 4.173$; $t = 5.103$, $p < 0.05$). Vocabulary had the least influence ($\beta = 3.383$; $t = 2.928$, $p < 0.05$). The study therefore concluded that vocabulary, lexical ambiguity and syntactical features are critical components in primary school mathematics that a learner should understand in order to perform well. The study recommended that teachers should among other things guide learners on how to interpret mathematical vocabulary and comprehend mathematical language in teaching and learning process.*

Keywords: *Mathematical English, Syntactical Features, Lexical Ambiguities, School English Performance*

Introduction

Mathematics is crucial not only for success in school, but also in producing informed citizens, productive in their careers and in their personal endeavors. In today's technology - driven society, demands are placed on individuals to be able to interpret and use mathematics to make sense of information in diverse situations. The study of mathematics equips students with knowledge, skills and practice that are crucial for successful and gratifying participation in society Ministry of Education Canada, (2005).

Learning mathematics results in more than mastery of basic skills: it equips students with a concise and powerful means of communication. Mathematical structures, operations, processes and language provide students with a structure and tools for analysis and expressing ideas clearly. Through mathematics activities that are practical and relevant to their lives, students develop insight, problem – solving skills, and related technological skills that they can apply in their daily lives and eventually in the work place Ministry of Education Canada, (2005).

The development of any nation depends upon her scientific and technological advancement built on a sound mathematical education of making the citizens successfully functional in the natural and applied sciences. The study of mathematics therefore goes a long way to equip students to live effectively in our modern age of science and technology (NPE, 2004). Despite the important role that mathematics plays in society there has always been poor performance in the area at national examinations in Kenya Aduba, (2003).

The resounding question of the 1980's, extending over to the 1990s is “why are the literates from schools so mathematically illiterate?” this question which confronts the serious thinkers of mathematics today is not limited to any one country, any one culture or for that matter any one system of education; it is being raised almost universally (Morris & Arora, 1992). Studies conducted by American Institute for Research (AIR, 2007) to investigate mathematics performance in USA students – 4th and 8th grades as compared with their peers around the world and another by (National Assessment of Education Progress [NAEP]) assessed the progress in mathematics of student's in grade 4, 8 and 12. The results showed that grade 4 pupils performed below the average mark consistently from 1996 – 2007.

In Kenya, poor performance in mathematics at Kenya Certificate of Primary Education (KCPE) has been and still is a subject of much debate among politicians, teachers, parents, educational specialists and other stakeholders (Elizabeth, 2013). In the year 2005, 671, 417 pupils sat for K.C.P.E exam in Kenya and the mathematics raw mean was 53.94%, while in the year 2007,

698, 364 pupils did the exam and obtained a percentage raw mean of 49.24 (Ministry of Education, 2010). These poor results calls for urgent need in determining the causes of poor performance and offering effective solution if Kenya is to achieve scientific and technological advancements.

Specifically, Miriga Mieru West Division, Imenti North sub-county Meru County has been posting dismal mean marks in mathematics as depicted in Table 1.

Table 1
Miriga Mieru West Division K.C.P.E Performance in Mathematics

Year	2008	2009	2010	2011	2012	2013
Mean score out of 100	44.14	47.29	44.94	45.93	48.09	44.14

Source: MOEST (2013). Imenti North District Examinations Office

Table 1 shows the performance in mathematics in a span of six years. It is evident that the performance has been persistently low taking into account that the national mean score stands at 58. Dismal performance in mathematics has over the years attracted many researchers. However, while most of researchers have dwelt on teaching methods and approaches, availability of teaching resources, mathematics teacher demographics such as academic qualification and teaching experience (Kamau, 2010), (Nyamongo, Sang, Nyaoga & Matoke, 2014); (Yala & Wanjohi, 2011), very few have engaged in the effect of mathematical English on pupil’s performance. Mathematical English can be a major hindrance to performance in mathematics. This study endeavored to investigate the influence of mathematical English on class eight learners’ performance in mathematics in public primary schools in Miriga Mieru West Division, Imenti North sub county Meru County, Kenya.

Review of Related Literature

Mathematics is not ‘language free’ and due to its particular vocabulary, syntax and discourse it can cause problems for students learning it in a second language (Barton & Neville-Barton, 2005). (Gough, 2007) believes that mathematics is more than a language. (Latu, 2005) points out that students need to be strong in both their general and mathematical language. It is further argued in the same study, that if learners’ mathematical background is weak, then it does not matter what language they are taught or tested in because they will have a problem with their mathematics. (Gough, 2007) holds that problems in mathematics are experienced when specialized words are in conflict with the everyday understanding. Of a similar opinion are (Gorgorio & Planas, 2001) who also found out that students had difficulties understanding everyday words within mathematical context. (Krawec & Sweeney, 2008) point out that mathematics language is highly technical with specific vocabulary connected to content.

A study done in Eldoret Municipality showed that learners had problems interpreting the meanings of mathematical technical terms correctly. In this study for instance, students were tested on the mathematical vocabulary ‘odd’, most learners gave the term ‘uneven’ to explain the meaning of odd. The response ‘uneven’ suggested that the students interpreted the example in terms of the number that not even which is not meaningful in the mathematical sense Edna (2014). A study done in Tharaka Nithi County showed that majority of the students had problems solving numbers with mathematics vocabulary. For instance, a number containing the mathematical vocabulary ‘singular matrix’ seemed to complicate learners’ understanding in the word problem. This problem posed challenges because the word singular has different meaning in ordinary English and takes a specific meaning in mathematics (Mercy, 2015).

(Biemiller, 2001) has shown that there is a strong relationship between vocabulary knowledge and the overall academic achievement in school, this is particularly true with mathematics. (Thompson and Rubestein, 2000) say that students must understand mathematics vocabulary if they are to master content and be able to apply it in future situations. According to (Marzano, 2004) standardized test scores could be positively influenced by as much as 33% if teaching academic vocabulary is done. This is echoed by (Clifford and Gore 2008) who found out that under-performing mathematics students who received instruction gained by as much as 93% in standardized test. Whereas students may do well in computation their ability to apply mathematics skills may be impeded if they do not understand the vocabulary utilized in instruction and word problems.

Syntax in Mathematics is the arrangement, order and appearance of words and phrases in mathematics word problems. The syntactic feature that causes most confusion for students is word order. In most cases the written and symbolic forms of an operation are written in different orders. For example, “take 3 from 8 and the difference between 8 and 3 are both written as $8 - 3$ ” (Newman, 1983; Abedi & Lord, 2001). Students tend to solve such a problem by subtracting the larger number from the smaller number, regardless of the order in which they are presented leading to reversal errors. Abedi & Lord (2001) point out that students face more difficulty when word order is important in some situations and not in others. For example, “3 multiplied by 7 can also be written as 3 times 7 or 7 times 3”.

The syntactical complexity of statements and questions posed in mathematics may be challenging to the learners. For example, “which number between 25 and 30 cannot be divided equally by either 2 or 3?” for a student to solve such a problem they must bear in mind several pieces of detailed information and also relate these together in the precise way implied by the complex syntax of the sentence. Such a task is very challenging, but it is very common to primary school pupils doing mathematics (Haylock & Thangata, 2007). Foong (2009) says that students’ failure

to solve word problems was not due to their lack of arithmetic ability but their inability to construct an appropriate problem representation as a result of the way the problem was constructed.

Abedi and Lord (2001) noted that many mathematical problems are presented in passive and abstract forms. For example, “the difference in the ages of two students is six years”. The same statement could be expressed in a simpler form by saying “Sandra is six years older than Peter”. Word order is affected by passive voice. For example, when the passive form of “a sample of 25 was selected” is converted to the active form it will be, “he selected a sample of 25”, the order of the noun and verb ‘sample’ and ‘selected’ respectively is reversed. Students face greater challenges interpreting mathematical texts in passive voice and abstract forms (Abedi & Lord, 2001). The study found out that such syntactical complexities contributed to low performance in mathematics. In line with this is Neville – Barton & Barton (2005) who found out that students whom English is a second language have a disadvantage approximated to be between 10 & 15 percent in mathematics as a result of language difficulties. Language feature found to be sources of difficulty were word order and prepositions which had the most significant causations.

Lexical Ambiguity is a word or phrase that has more than one meaning. Similarly, it is the presence of two or more possible meanings within a single word or phrase. When words that are not part of everyday English are used differently in a domain, such words are said to have lexical ambiguity. Moschkovic (2007) describes learning mathematics in a second language as twofold because it includes mathematical concepts to be learnt and learning and comprehending mathematical meanings of words. This is because there are words extracted from the ordinary English language yet used to describe the mathematical concept that is only seen in mathematical situation. Kieffer and Lesaux (2010) point out that unfamiliar words are one of the challenge that create barriers to content area texts. There may be difficulties for students with mathematical terms that have multiple meanings.

Jorgensen and Dole (2011) identified three types of lexical ambiguity which include homonyms, homophones and polysemy. Homonyms are words that look and sound the same but have different meanings. Confusion to students come when they hear one meaning but the teacher is intending the term to be interpreted in another way. For example, “what is the length of time between 9.05 a.m. and 9. 55a.m?” “How do students make sense of this type of question when they have a construct of length as a unit of measure that can be measured with a ruler? (Jorgensen & Dole, 2011).

Homophones are words with different spellings but sound the same for example two halves make a whole. The students may be hearing two halves make a hole. The learners could be left wondering what the teacher is talking about. Polysemy is a word that has two or more different but related meanings for example product, base. In mathematics the word product means

multiplication but in the daily usage the word means something that has been produced as a process or is manufactured. Durkin and Shire (1991) have noted that mathematics is not devoid of such ambiguities. Sternberg (2003) points out that understanding mathematics discourse does not rest exclusively on the interpretation of words written in textbooks and spoken by the teacher but also the knowledge of the physical, social and cultural contexts within which the discourse takes place. From the study findings of the Mediterranean journal of social sciences (2014), it showed that there was a significant relationship between lexical ambiguities in algebra and grade 9 academic performances. The findings suggest that the lexical ambiguity in algebra does determine grade 9 students' academic performance. The study however covered only one topic on algebra. The current study covered different topics in order to establish whether lexical ambiguity influences academic performance.

Methodology

The study adopted a correlational research design. The researcher was interested in knowing whether there would be relationships between the independent variables and the dependent variable without necessarily manipulating the independent variables. The dependent variable, which was learners' mathematics performance, was paired with the independent variables (Mathematical English) to know both their joint and relative predictive values. The target population was 1,080 class 8 learners, 36 mathematics teachers from the 30 public schools in Miriga Mieru West division. Class 8 was considered for the study since in the past several years' mathematics K.C.P.E results of Miriga Mieru West Division were below average. It was also assumed that class eight will have covered the primary school mathematics syllabus. For this study, a sample of 50% of schools and teachers was considered. This is because the schools and teachers are a small population and at the same time for better representation. Therefore, 15 schools and 18 teachers were selected. As pointed out by Gay (1992), 10% is a representative sample for a large population. This study sampled 10% of the 1080 learners which was 108 learners.

Schools were selected through random sampling while mathematics teachers were purposively selected since the study targeted only trained mathematics teachers. The study targeted class eight learners from public primary schools where 108 learners were selected at random. Learners' data were collected using the Learners' Mathematics Test Questionnaire (LMTQ). This was basically three separate achievement tests focused on mathematics vocabulary, syntactical features and lexical ambiguities in mathematics. Most of the test items were adapted from previous K.C.P.E test papers. Data was also collected from teachers through the Trained Mathematics Teachers' Questionnaire (TMTQ). In this questionnaire, teacher's views on the challenges encountered by students in solving mathematical questions inclined to vocabulary, syntactical features and lexical ambiguities in mathematics was sought. In addition, the past performance of their students in a

standard mathematics examination was sought. The standard examination was a full paper of 50 questions akin to KCPE paper and in which questions involving vocabulary, syntactical features and lexical ambiguities were included

Results

In order to achieve the three objectives and test the study’s three hypotheses, the results from the three tests from the Learners’ Mathematics Test Questionnaire were regressed on the scores attained in the standard examination. All the four tests were scored out of 100. The study aimed at assessing the composite and relative contributions of the three components of mathematical English considered in this study to learners’ overall academic performance in mathematics. Tables 2, 3 and 4 depict the summary of multiple regression analysis.

Table 2
Multiple Regression Model Summary

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.835	0.792	0.774	0.1639

Predictors: (Constant), Vocabulary, Syntactical features, Lexical ambiguity
Dependent variable: Performance in Mathematics

According to Table 2, the multiple correlation coefficients R had a value of 0.835. Multiple R is the correlation between the observed values of dependent variable and the value of dependent variable predicted by the multiple regression models. Therefore, the large value of R (0.835) meant there was a large or strong positive correlation between the predicted and observed values of the level of implementation of creative activities curriculum. As such, multiple R is a gauge of how well the model predicts the observed data.

The coefficient of determination R² which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.792 implying that 79.2 % of variance in the performance in mathematics was explained by score in vocabulary, syntactical and lexical ambiguity related questions. Further, the adjusted R² value of 0.774 means that 77.4 % of variance in mathematics performance in a standard paper could be accounted for if the model has been derived from the population from which the sample was taken.

Table 3
Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	F	Sig.
1	Regression	41.204	3	13.738	54.392	0.000
	Residual	26.312	104	0.253		
	Total	67.516	107			

df*: Degrees of freedom.

Table 3 shows the analysis of variance (ANOVA) output. 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. The table shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 104) = 54.392, p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. In other words, the regression model was a good fit for the data.

Table 4
Summary of Multiple Regression Model Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Beta	Std. Error	Beta		
1 (Constant)	9.490	6.356		1.491	0.138
Vocabulary	3.383	1.156	0.243	2.928	0.004
Syntactical features	4.549	1.298	0.292	3.506	0.001
Lexical ambiguity	4.173	0.096	0.818	5.103	0.000

Dependent variable: Academic Performance in Mathematics

Table 4 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. The regression model capturing the hypothesized relationship was as follows: $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \epsilon$, where *y* = predicted performance in mathematics, x_1 = Average score on vocabulary, x_2 = Average score on syntactical features, x_3 = Average score on lexical ambiguity, while ϵ is the error term. Assuming the error term ϵ to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $y = 9.490 + 3.383x_1 + 4.549x_2 + 4.173x_3$.

According to the regression equation established, taking all factors constant at Zero, the level of performance in mathematics was 9.490. The constant β_0 value of 9.490 shows that if all the investigated predictors were assumed not to have significant influence, the performance in mathematics would be influenced by a factor of 9.490 by other predictors. The β values indicate

the individual contribution of each predictor to the model if the effects of all other predictors are held constant. In other words, the β values show the relationship between performance in mathematics and each predictor. Therefore, holding other factors constant, an improvement in vocabulary will improve the performance in mathematics by 3.38 units, while an improvement in syntax will improve performance in mathematics with 4.55 units similarly an improvement in lexical ambiguity will improve performance with 4.2 units.

In order to have a direct evaluation and better understanding into significance of predictors, the standardized β values that do not depend on the units of measurement of variables, are used. The standardized β values give the figure of standard deviations that the effect will vary as a result of one standard deviation change in the predictor. Consequently, the above table shows that all the independent variables had a positive impact on the performance of mathematics. This shows that if more practice by the pupils on the independent variables, that is, on vocabulary, syntax features and lexical ambiguity could lead to an improvement in the overall performance of mathematics. Table 4.36 indicates that syntactical features had the most influence on mathematics performance ($\beta = 4.549$; $t = 3.506$, $p < 0.05$) followed by lexical ambiguity $\beta = 4.173$; $t = 5.103$, $p < 0.05$ and vocabulary was the least influencer $\beta = 3.383$; $t = 2.928$, $p < 0.05$.

In order to test the study's three formulated hypotheses (section 1.2), the t statistic that tests whether a B value is significantly different from zero ($H_0: \beta = 0$) is considered (refer to Table 4). Table 4 shows that syntactical features had the greatest and statistically significant influence on mathematics overall performance ($\beta = 4.549$; $t = 3.506$, $p < 0.05$). Thus the first null hypothesis was rejected. Similarly, performance in lexical ambiguity ($\beta = 4.173$; $t = 5.103$, $p < 0.05$) and vocabulary ($\beta = 3.383$; $t = 2.928$, $p < 0.05$) had a significant influence. Consequently, the two hypotheses H_{02} and H_{03} were also rejected.

Discussion

The role of mathematics vocabulary cannot be over emphasized because its acquisition and comprehension is the foundation to all other important mathematical activities. It was established in this study that knowledge of mathematical vocabulary had a significant positive influence on mathematics performance ($\beta = 3.383$, $p < 0.05$). These findings are in line with those of Benson (2015) whose study findings revealed a positive relationship between students' scores in knowledge of mathematical vocabulary and mathematics performance. This implies that a good mastery of mathematics vocabulary improves mathematics, for this to happen, teachers should define these words in a precise manner if learners are to benefit from instruction. Marzano (2004) points out that standardized test scores could be positively influenced by as much as 33% if teaching academic vocabulary is done. Shanahan and Shanahan (2003) pointed out that mathematics vocabulary is unique in that many words have both general and specific meaning,

while at the same time key terms should be defined in a precise manner. Some words may be unfamiliar to students, while others have common meanings that are different from their usage in mathematical contexts. Mathematics curriculum materials may contain new words that represent new concepts and while such vocabulary have limited application beyond the specific mathematical contexts in which they are taught, those new words represent new knowledge students must build to understand key concepts (Harper & de Jong 2004).

The findings of this study are in agreement with that of Meaney (2005), who found out that ‘borrowed’ words from everyday English cause significance problems to many learners. The non – mathematical meanings of these terms can influence mathematical understanding as well as being a source of confusion. Barwell, (2005) found out that to properly solve mathematical word problems, students need to develop deeper and wider vocabulary knowledge. Further still evidence from several scholars Qian, (1998, 1999, and 2002); Qian & Schedl (2004) and Shiotsu & Weir (2007) showed that vocabulary knowledge is essential for the comprehension of texts.

This study revealed that majority of the teachers interviewed (83.3%) were of the opinion that English language was an impediment to learning mathematics. In line with these findings are those of Manyara (2012) which indicated that 86.7% of teachers interviewed agreed that that students’ English ability influenced their performance. The research further showed that although teachers were comfortable teaching mathematics concepts in English their students had difficulties communicating mathematically. A study done in Tharaka Nithi also revealed that majority of learners had problems solving numbers with mathematical vocabulary (Mercy 2015). The researcher feels that teachers and all relevant stakeholders should find ways of accommodating such deficiencies for learning to be meaningful.

This study showed that syntactical features had a significant positive influence on mathematics performance ($\beta = 4.549$; $p < 0.05$). This therefore means an improvement in performance in questions involving syntactical features will improve the overall mathematics performance. When comparing the frequency and percentage of learners with correct solutions, a higher percentage of students performed better in mathematics vocabulary than word problems containing syntactic features. This low performance implies that syntax of word problems appeared to cause problems for learners. The findings of this study are in agreement with findings of Neville – Barton and Barton (2005) who found out that syntax posed greater difficulty than vocabulary in word problems. Qian (1999) found out that greater syntactical knowledge leads to successful comprehension, which is an important step in solving mathematics.

Even when learners know the vocabulary and computation required, the organization of words prevents them from fully understanding the problem (Leach & Bowling, 2000). Martiniello (2006) also supports the findings of this study relating to syntax. Evidence from her study findings state

that difficulties in mathematics were associated with syntactical features. Long phrases, prepositional nouns or a noun phrase led to difficulty in understanding. Neville - Barton & Barton (2005) advance that word order and prepositions were language features that were the greatest sources of difficulty for learners whom English is the second language. Wheeler and Mcnutt (2001) also support the findings of this study where they found out that syntactical complexity of mathematics word problems created difficulty in solving, although the word problems were within learners' reading and vocabulary levels.

Lexical ambiguity in mathematics also had a significant and positive influence on mathematics performance ($\beta = 4.173$; $t = 5.103$, $p < 0.05$). Therefore, it can be concluded that for learners to perform well in mathematics a lot of improvement needs to be done in this area. Mediterranean journal of social sciences (2014), concur with findings of this study. The study showed a significant relationship between lexical ambiguity and mathematics performance.

According to Martiniello (2009), polysemous words were among linguistic features that hinder learners from solving mathematics problems. While lexical ambiguity is recognized as "an essential characteristic of the conceptual development of the subject and as a feature which opens the door to new ideas, new insights and deeper understanding, teachers should deliberately define every term as used in mathematics without any assumption. Homonyms as noted by Zevenbergen (2001) are an aspect of mathematics but are a source of confusion to learners especially when explicit explanation is not given. A surprising finding was that even though students comprehend the overall meanings of word problems in this area of lexical ambiguity a good number of respondents demonstrated poor conceptual understanding on a few of them. Even when only symbols were used a good number of respondents were not able to give correct answers.

Conclusion and Recommendations

Mathematics vocabulary has a positive significant influence on mathematics performance. This therefore, means that an improvement in learners' mathematical vocabulary will lead to better performance in mathematics. Without teachers' explicit explanation of mathematics vocabulary, learners may not understand a topic or anything related to the said topic (Wilhem 2007). For academic achievement to be attained, learners must understand the meaning of words instead of just hearing them.

This study also found that syntactical features statistically and significantly influences mathematics performance. This therefore means that an improvement in understanding of syntactical features will improve mathematics performance significantly. Likewise, the study showed that lexical ambiguity has a significant effect on mathematics performance. This shows

that mathematics performance is not statistically independent and therefore an improvement in lexical ambiguity improves mathematics performance.

The study found that vocabulary influences mathematics performance. It is imperative that teachers deliberately teach learners how to interpret vocabulary and comprehend mathematical language. The teacher can use the everyday meaning of mathematical words to simplify the specialized mathematical words. Code switching may also be used where the teacher shares the first language with learners. Use of well-designed language programs can be used to improve student' understanding in mathematics. The teacher should make an effort to define the technical terms without any assumptions.

The study revealed that syntactical features do influence mathematics performance. Teachers are therefore advised to use modeling and scaffolding. A teacher can rephrase a learner's response given in everyday language into more appropriate mathematical language. Teachers should use active voice as opposed to passive voice in framing the question. Shorter sentences should be used instead of lengthy ones which confuse learners. The teacher should use appropriate mathematical language and create time within the lesson where learners can communicate mathematically. Peer tutoring should be encouraged within the mathematics and positive reinforcement given to correct responses. As much as possible the teacher should encourage students to verbalize all the mathematics tasks given in order to acquire the content-specific language.

Lexical ambiguity also showed a positive influence on mathematics performance. Teachers must therefore teach learners through good mathematical English. Collaboration between mathematics and English teachers should be encouraged. This is because mathematical English and ordinary English do not function separately, instead learners and teachers should interweave them for effective mathematical learning. Teachers should use teaching and learning aids and where possible involve learners to manipulate them. Simplified English should be used in order to accommodate learners' varied needs since they use English as a second language.

REFERENCES

- Abedi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education, 14*, (3), 219 – 234.
- Adler, T. (1997). A participatory inquiry approach and mediation of mathematical knowledge in Multilingual classrooms. *Educational Studies in Mathematics, 235-258*.
- Aduba, D. (2003). *Kenya Certificate of Secondary Education, examination results released by Minister of education*. Daily Nation, Nairobi: Nation Media Group.

-
- Barton, B., & Neville-Barton, P. (2003). Language issues in undergraduate mathematics' a report of two studies. *New Zealand Journal of mathematics*.
- Barwell, R. (2005). Ambiguity in the Mathematics Classroom. *Language and Education* 19, (2), 118 – 126.
- Biermiller, A. (2001). Teaching vocabulary: Early, direct, sequential. *The American Educator*.25, (1), 24 – 28.
- Durkin, K., & Shire, B. (1991). *Lexical ambiguity in mathematics contexts*.
- Elizabeth, R. (2013). *Teacher commitment and mathematics performance in primary school: A meeting point*
- Foong, P. Y. (2009). Review of research on mathematical problem solving in Singapore in W.K Yoong L.P Yee, B. Kaur, F.P. Yel and S.N, Fong (Eds). *Mathematics education: The Singapore Journey*, 263 – 297. Singapore. World scientific.
- Gay L.R. (1992). *Education Research: Competencies for analysis and application*. New York: Macmillan.
- Gough, J. (2007). Conceptual complexity and apparent contradictions in mathematics language. *Australian Mathematics Teacher*, 63, (2), 8 – 15.
- Gorgorio, N., & Planas, N. (2001). Teaching mathematics in multilingual classrooms. *Educational studies in mathematics*, 47, (1), 7 – 33.
- Jorgensen, R., & Dole, S. (2011). *Teaching mathematics in primary schools (2nd Ed.)*. International design by Book house Sydney.
- K. Durkin & B. Shire (Eds.). *Language in mathematics education: Research and practice* (pp. 71 – 84). Milton Keynes: Open University Press.
- Kamau, B. (2010). *Impact of pre-school progress on mathematics performance in lower primary schools of Makuyu zone, Murang'a south district, Kenya* (Unpublished M. Ed project). University of Nairobi.
- Kieffer, M. J., & Lesaux, N. K. (2010). Morphing into adolescent; active word learning for English – language learners and their classmates in middle school. *Journal of Adolescent & Adult Literacy*, 54, (1), 47 – 56.

-
- Manyara, S. M. (2012). *Influence of students' English language competence on performance in secondary schools in Meru Central District, Meru County*. Unpublished thesis Nairobi University.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria VA: Association for Supervision and curriculum Development.
- Meaney, T. (2006). *Mathematics Registers*. Acquisition set, (3), 39 – 43.
- Mediterranean journal of social sciences. (2014). *Lexical ambiguity in Algebra, method of Instruction as determinant of Grade 9 students' academic performance in East London District*. MCSER Publishing, Rome – Italy.
- Ministry of Education, Canada. (2005). *The Ontario curriculum grades 1-8, mathematics*. Retrieved from <http://www.edu.gov.on.ca>.
- Ministry of Education Science and Technology. (2001). *Teaching and learning primary mathematics module Nairobi*: MOEST Nairobi.
- Ministry of education Science and Technology (2010). *Teaching and learning primary mathematics. Mathematics module*, MOEST Nairobi.
- Morris, R., & Arora, M. S. (1992). *Studies in mathematics education moving into the twenty – first century*. Paris: UNESCO.
- Moschkovich, J. N. (2002). A situated and social cultural perspective on bilingual mathematics learners. *Mathematics Thinking and Learning*, 4, (2&3), 189 – 212.
- Newman, A. (1983). *Language and mathematics*. Sydney: Harcourt, Brace & Jovanovich.
- Nyamongo, D. N., Sang, A., Nyaoga, R. B., & Matoke, Y. K. (2014). Relationship between school based factors and students' performance in Kenya certificate of secondary examination, in Masala North District, Kenya. *International Journal of Education and Research*, 2(10), 129-144.
- Shiotsu, T., & Weir, C. J. (2007). The relative significance of syntactic knowledge and vocabulary breadth in the prediction of reading comprehension test performance. *Language Testing*, 24, (1), 99 – 128.

Yala, P. O., & Wanjohi, W. C. (2011). Performance determinants of KCSE in mathematics in secondary schools in Nyamira Division, Kenya. *Asian Social Science*, 7(20): 107-112.

Wilhelm, J. D. (2007). Imagining a new kind of self: Academic language, identify and content area learning. *Voices from the Middle*, 15, (1), 44 – 45.

Zevenbergen, R. (2001). Mathematical literacy in the middle years. *Literacy learning*, 9(2), 21 – 28.

Influence of Selected Factors on the Level of Implementation of Preschool Creative Activities Curriculum in Njoro, Nakuru County, Kenya

Authors: Isaiah Kiplangat Melly and Boniface Njuguna Mwangi
Africa Nazarene University, P.O. Box 53067 – 00200, Nairobi
Email of the Corresponding Author: bmwangi@anu.ac.ke

Abstract: *Creative activities serve an important part in promoting children's learning and development besides enhancing their emotional, intellectual and social skills. Thus, the conscious use of creative activities to promote the development and learning of each individual child should be an omnipresent activity in pre-school. The purpose of the study was to establish the influence of selected factors on the level of implementation of preschool creative activities curriculum in Njoro Sub- County in Nakuru County, Kenya. The selected factors included: the influence of preschool teacher attitude towards creative activities, the level of integration of creative activities in teaching and learning and the provision of resources for creative activities. The research employed survey research design. Structured questionnaires and unstructured interview guides were used to collect data from 80 preschool teachers and 12 head teachers respectively. Findings indicated that head teachers were nonchalant towards how teachers integrated creative activities in teaching and learning. Most teachers indicted their head teachers of relegating provision of essential materials for creative activities to the periphery. The study's three formulated hypotheses were tested at 95% confidence level using multiple regression analysis. The result showed that 53.7% ($R^2 = 0.537$) variation in the level of implementation of creative activities curriculum was attributed to independent variables. However, it was only the level of integration of creative activities in teaching and learning that had a significant influence ($\beta = 0.56$; $t = 4.405$, $p < 0.05$). In order to adequately cater for all essential creative activities, there should be a vote head in all school's budget specifically to cater for Early Childhood Development Education [ECDE] creative materials.*

Keywords: *Preschool Creative activities, Preschool Creative Activities Curriculum, Implementation of Preschool Creative Activities*

Introduction

Learners' growth is guaranteed in a healthy self-esteeming environment through creativity by early childhood educators (UNESCO, 2010). Creativity is defined as a state of mind where all intelligence work together (Wegerif, 2010). (Irivwieri, 2009) observes that for effective implementation of Creative activities curriculum, there is need for teacher's attention and appreciation of creative activities that is both creative and resourceful.

In Ireland, the (National Teachers' Organization, [NTO]) (2009) argues that creativity is the power or quality of self-expression, while creative learning is an occurrence in natural process by people when curious or thrilled. Creative ways in learning which is sometimes considered better and faster is preferred by children rather than memorization provided by both parents and teachers. Thus, integrating creative activities in the curriculum creates plenty of opportunities to children for creative behavior. Self-initiated projects, learning and experimentation are the demands by such a curriculum. Provision of opportunities for creative learning by teachers is made easier by the use of curriculum resources that provide advanced experiences, ways that allow one thing to lead to another and the recognition and rewarding of creative thinking.

In Kenya, early childhood education is a formalized education process between the ages of three to six (Republic of Kenya, 2006). According to the Early Childhood Development and Education School Syllabus and Hand book (2008), the pre-primary curriculum consists of nine curriculum activity areas. Each of these activity areas is allocated lessons which cover a week. Language, outdoor and mathematics activities are taught five times a week. Creative, social, music and movement and science activities are taught twice a week. Religious and life skills activities are taught once a week.

Mahindu (2011) asserts that imaginative arts and creative play experiences play a cardinal role in preschoolers' learning and development. Simple materials such as play dough, drawing materials, wooden blocks, CDs, Books and sound makers can stimulate a child's imagination and encourage unstructured play. In addition, a child can be encouraged to practice finger painting in order to develop sense of touch.

Further, play has a key role in stimulating the brain growth of a child, building the base, and capability of the brain. A study by (Sinyei, Mwonga & Wanyama, 2012) found that, school managers, teachers and parents, are increasingly giving too much attention to excellent academic achievement. As a result, a lot of emphasis is put on memorization and rote learning to reproduce the learnt concepts without a clear understanding of the concepts learnt. This practice has trickled down to the preschool institutions.

Creative activities in Kenya ECDE are relegated to subordinate position to other subjects partly because they are not examined in national examinations and also due to society slow appreciation of the human potential in creative activities (Tonui, 2015). However, as Kenya endeavors to get industrialized into a middle income country by 2030, the dimension of creativity and innovation has been recognized as one of the pillars to underpin the envisaged rapid development. As observed by (Andiema & Kemboi, 2013), this noble goal might remain a mirage if the society does not embrace spirit of nurturing creativity and innovations to sustain livelihoods rather than seeking employment. Several studies have traced the ineptitude among members of society to the

haphazard implementation of preschool creative activities curriculum in Kenya. To this end, the current study set out to establish the influence of some key school based and teacher factors on the level of implementation of creative activities curriculum in preschool in Njoro Sub County.

Review of Related Literature

Attitudes influence teachers' thinking, behavior, and motivation and as such the strength of teachers' attitudes helps determine how much effort they will expend on an activity, how long they will persevere when confronted with obstacles, and how resilient they will be when faced with adversity (Van-Hoorn, Nourot, Scales & Alward, 2011). In a similar thinking (Tarman & Tarman, 2011) observed that creativity is an effective resource that resides in all people and within all organizations and that creativity can be nurtured and enhanced through the use of deliberate tools, techniques, and strategies. For children in preschool their teacher preparedness and attitude take the centre stage.

Nyakundi (2014) posit that preschool teacher's attitude is a function of among other things level of motivation, self-concept, self-efficacy and competency. Thus, in order to cultivate a positive attitude, it is essential to provide conditions that motivate preschool who in turn will initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development. (Nyakundi, 2014) further observes that preschool teachers whose 'hygiene' needs are catered for are likely to give encouragement to children, show great responsiveness and use less punitive disciplinary measures and thus encouraging children to be involved in active creative activities freely. Additionally, they also become warm, sensitive and nurturing. In such an environment children are unlikely to display major behavioral problems and most will attain social competency and above all embrace creative activities with enthusiasm.

However, a study done in Kenya by (Ogott et al., 2010) found that preschool teacher's attitude was of less importance in the selection, development and use of ECDE language materials. The study, however, had two major weaknesses in that it lacked data triangulation and relied on only one question to ascertain teachers' perceptions.

According to a study carried out by (Pramling, 2008), integration of a creative curriculum creates plenty of chances to children for creative behavior. Independent learning, experimentation, original work and self-initiated projects is what such a curriculum will call by use of curriculum resources and provide rational warm-up experiences, procedures that authorizes one thing to lead to another, and activities that distinguishes and rewards creative thinking making it easier for teachers' provision of creative learning opportunities. In a recent study on integration of creative art and drama in enhancing the teaching and learning in ECDE and primary schools in Kenya, (Tonui, 2015) found that creative, art and drama has not been effectively addressed in terms of

teaching, teaching resources, teachers' motivation and learners' involvement in learning in ECDE and primary schools in Nandi County. Subsequently, (Tonui, 2015) recommends that ECDE and Primary school curriculum should integrate creative art and drama in all subject areas. However, Tonui study relied on teachers' perceptions and failed to get in situ firsthand information. The current study used creative activities observation schedule to gather primary data as teacher and pupils interacted.

Willis & Hyman-Parker, (2010) posit that for effective creative activities curriculum implementation, school's administrators in collaboration with parents need to avail most if not all of the vital materials. In addition, the preschool teacher should also endeavor to improvise and create other materials using cheap locally available materials. According to (Whitebread, 2010), teachers are unable to engage pre-scholers in play activities due to lack of, play facilities, lack leisure facilities, play materials and physical infrastructure. They further postulate that a good plan of equipment, materials and experiences should allow for a variety of kinds of movement for development of motor skills. Further, natural features including rope structures, horizontal tree trunks and temporary arrangement for physical challenges broaden the possibilities for play activities.

METHODOLOGY

The study adopted a survey research design. Being a survey design the aim was to portray the status quo of the existing situation and give an understanding of the existing phenomenon under study (Creswell, 2012). The study was carried in Njoro Sub- County which is an agricultural town 18 km south west of Nakuru, Kenya. It is situated on the western rim of the Rift Valley. This study was conducted in Njoro since there is low rate of transition from preschool to lower primary Ministry of Education Science and Technology, (2016).

In this study, the target population was 385 pre-primary school teachers, 134 head teachers drawn from 96 public primary school and 38 private primary schools in Njoro Sub County. The study employed stratified and then simple random sampling techniques to select 29 public primary schools and 11 private primary schools to participate in the study. The sample comprised of 80 preschool teachers and 12 head teachers giving a total of 92 respondents.

The researcher employed self-administered structured preschool teachers' questionnaire, head teachers' interview guide and preschool creative activities observation schedule as research tools. Descriptive statistics such as percentages, means, bar graphs, pie charts and frequencies were used to report the data. The study's three formulated hypothesis were tested by use of inferential statistics. A multiple regression model of the form $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \mu$ was applied to establish the composite and relative contribution of predictors (independent variables) to

dependent variable Y (the level of implementation of creative activities curriculum. Qualitative data was generated from the head teachers' interview and was subsequently analyzed thematically as per the research objectives.

RESULTS

In order to achieve the study's three objectives, the respondents were required to rate on five point Likert scale the extent to which they did agree or disagree to some statements (aligned with each objective) about creative activities in ECDE. The questionnaire responses were coded such that strongly disagree was rated number 1 while strongly agree was rated number 5. Using the Scientific Package for Social Sciences (SPSS) version 22, the mean response for each respondent for each independent variable was computed. The dependent variable which was the level of implementation of creative activities curriculum, was captured by analyzing data from creative activities observation schedule.

The researcher used the preschool creative activities observation schedule to rate the level to which learners in each school had excelled in different creative work tasks. These tasks included painting, printing, singing, reciting poems, coloring, threading, display at the creative corner and others. Using a guiding key (rated according to the proportion of pupils in class exhibiting/possessing a particular creative skill such as threading), the schools were rated as excellent (5), good (4), average (3), below average (2) and poor (1). By computing the weighted mean for each school, the level of implementation of creative activities curriculum was ascertained. Thus, having the independent variables and dependent variable at ratio scale, multiple regression analysis was conducted. Data obtained from the study were statistically treated to determine both the joint and relative contributions of the independent variables on the dependent variables.

Each of the three variables (teachers' attitude, level of integration of creative activities in teaching and learning and provision of resources for creative activities) was hypothesized to be a predictor of dependent variable. *Tables 1, 2 and 3* depict the summary of multiple regression analysis.

Table 1
Multiple Regression Model Summary

Model	R	R ²	Adjusted R ²	Standard error of the estimate
1	0.733	0.537	0.519	0.37202

Predictors: (Constant), Resources, Attitude, Integration

Dependent variable: Implementation

According to *Table 1*, the multiple correlation coefficients R had a value of 0733. Multiple R is the correlation between the observed values of dependent variable and the value of dependent

variable predicted by the multiple regression models. Therefore, the large value of R (0.733) meant there was a large or strong positive correlation between the predicted and observed values of the level of implementation of creative activities curriculum. As such, multiple R is a gauge of how well the model predicts the observed data.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variables was found to be 0.537 implying that 53.7 % of variance in the level of implementation of creative activities curriculum was explained by preschool teacher’s attitude, level of integration of creative activities in teaching and learning and provision of appropriate resources. Further, the adjusted R^2 value of 0.519 means that 51.9 % of variance in the level of implementation of PE curriculum could be accounted for if the model has been derived from the population from which the sample was taken.

Table 2
Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	F	Sig.
1	Regression	12.204	3	3.738	29.392	0.000
	Residual	10.518	76	0.084		
	Total	22.722	79			

df- degrees of freedom*

Table 2 shows the analysis of variance (ANOVA) output. 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. The table shows that the joint independent variables statistically significantly predict the dependent variable, $F(3, 76) = 29.392, p < 0.05$ and that other variables not included in this model may have accounted for the remaining variance. In other words, the regression model was a good fit for the data.

*Table 3
Summary of Multiple Regression Model Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	Beta	Std. Error	Beta		
1 (Constant)	.583	0.293		1.992	0.050
Attitude	.111	0.138	0.102	0.809	0.421
Integration	.465	0.106	0.560	4.405	0.000
Resources	.139	0.096	0.141	1.441	0.154

Dependent variable: Level of Implementation of Creative Activities curriculum

Table 3 reveals the relative contribution of the three independent variables to the dependent variable, expressed as beta weights. The positive value of the effects of preschool teachers' attitude, the level of integration of creative activities in teaching and learning and provision of resources, implies that the level of implementation of creative activities curriculum is actually determined by positive reinforcement of these three variables. The regression model capturing the hypothesized relationship was as follows: $Y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \varepsilon$ and where y = level of implementation of creative activities curriculum, x_1 = preschool teachers' attitude, x_2 = level of integration of creative activities, x_3 = level of provision of creative activities resources, while ε is the error term. Assuming the error term ε to be zero and substituting the un-standardized coefficients β values, the estimated multiple regression equation becomes: $y = 0.583 + 0.111 x_1 + 0.465 x_2 + 0.139x_3$

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. In other words, the β values show the relationship between the level of implementation of PE curriculum and each predictor. Thus, when preschool teachers' attitude increase positively by one unit, the level of creative activities curriculum implementation increases by 0.111 units ($\beta = 0.111$) while holding the other factors constant. Similarly, when the effect of level of integration increases by one unit the level of implementation of PE curriculum increases by 0.465 units ($\beta = 0.465$) and so on.

In order to have direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables are used. The standardized beta values give the number of standard deviation that the level of implementation will change as a result of one standard deviation change in the predictor. Accordingly, Table 4.11 shows that the level of integration of creative activities in teaching and learning had the most significant relative contribution to the prediction of the level of implementation of creative activities curriculum ($\beta = 0.560$) followed by preschool teachers' attitude ($\beta = 0.102$) while provision of creative activities resources had the least influence ($\beta = 0.141$).

In order to test the study's three formulated hypotheses (section 1.7), the t statistic that tests whether a B value is significantly different from zero ($H_0: \beta = 0$) is considered (refer to Table 4.13). It is evident from table 4.13 that the level of integration of creative activities in teaching and learning made a significant contribution or influence ($\beta = 0.560$, $t = 4.405$, $p < 0.05$). Thus the first null hypothesis was rejected. However, preschool teachers' attitude ($\beta = 0.102$, $t = 0.809$, $p > 0.05$) and provision of resources ($\beta = 0.141$, $t = 1.441$, $p > 0.05$) were not potent predictors. Consequently, the two hypotheses H_{01} and H_{02} were retained.

DISCUSSION

Overall when the mean opinion of each statement was computed and the mean of means calculated, teacher's attitude was found to be at 3.2 with a standard deviation of 1.1 This implied that preschool teachers were neither positive nor negative towards creative activities. This was also a pointer that most of the teachers were not enthusiastic about the great benefits accrued from creative activities by the ECDE learners. Therefore, it can be deduced that preschool teacher's ambivalent attitude towards creative activities was potentially likely to hamper the level of implementation of curriculum in Njoro Sub County.

However, according to the study findings in table 3, preschool teacher's attitude was found to have an insignificant influence on the level of implementation of creative activities curriculum ($\beta = 0.111$, $t = 0.809$, $p > 0.05$). Therefore, the null hypothesis that preschool teacher's attitude had no statistically significant influence on the level of implementation of creative activities curriculum in Njoro Sub County was retained. This implied that though the preschool teachers' ambivalent attitude had the potential to negate the level of implementation of curriculum, the influence was small and statistically insignificant. Cognate to the study, (Ogott, Indoshi, & Okwara, 2010) found that that preschool teacher's attitude was of less importance in the selection, development and use of ECDE language materials. The finding however was not in line with (Van-Hoorn, Nourot, Scales & Alward, 2011) observation that attitude influences teachers' thinking, behavior, and motivation and can adversely affect implementation of curriculum.

According to the study findings indicated in table 3 on Beta coefficients, the level of integration of creative activities in teaching and learning was found to be greatly influencing the level of implementation of creative activities curriculum ($\beta = 0.465$, $t = 4.405$, $p < 0.05$). Therefore, the null hypothesis that preschool teachers' level of integration of creative activities in teaching and learning had no statistically significant influence on the level of implementation of creative activities curriculum in Njoro Sub County was rejected. This implied that integration of creative arts in teaching and learning contributes significantly to implementation of curriculum. This study finding conform to findings by Ferrari, (Gachia and Punie, 2009) in Europe and Scott, Leritz and

Mumford (2014) who all found that integrating creative activities in teaching and learning greatly enhanced pupil's conceptualization process in all subjects taught at ECDE level.

Availability of essential Creative activities materials as per the syllabus in schools received quite varied response from respondents. Almost equal number of teachers was on both sides of agreement (43.8%) and disagreement (37.5%) while 18.8% were not sure. This implied that less than half of the sampled schools in Njoro Sub County lacked crucial materials for facilitation of creative activities. (Willis & Hymon-Parker, 2010) posit that for effective creative activities curriculum implementation, school's administrators in collaboration with parents need to avail most if not all of the vital materials. Lack of essential creative materials at ECDE level in most schools in Kenya has been documented by a number of studies. (Andiema & Kemboi, 2013) study in Pokot Sub County found that ECDE had no adequate materials and spacious classroom required for the implementation of play activities in ECDE.

Preservation for funds for purchase of new and repair of creative activities materials is an essential undertaking that ensures ECDE learners are actively taking part in creative activities throughout the year (Mweru, 2012). On this regard 40.1% of preschool teachers agreed, that their schools have specific vote head for acquisition of creative resources, 38.8% disagreed, while 21.3% were not sure. Likewise, 67% of head teachers indicated that they did not have a specific vote head for creative activities but rather a vote head for entire school stationary and equipment. Additionally, head teachers indicated that there were rare instances where schools did purchase items for ECDE creative activities but instead expected the parents to equip their children with such requirements. Cognate to the study findings, extant literature has revealed that the implementation of creative activities has been impeded by budget limitations, few resources, decrease in time provisions in the curriculum, the lack of professional development and the lack of facilities and equipment (Hardman, 2008; Morgan & Hansen, 2008).

In reference to Table 3 on multiple regression beta coefficients, the school provision of resources for creative activities was found to have some influence on the level of implementation of creative activities curriculum. However, the influence was not significant at 95% confidence level ($\beta = 0.139$, $t = 1.44$, $p > 0.05$). Therefore, the null hypothesis that the school provision of creative materials had no statistically significant influence on the level of implementation of creative activities curriculum in Njoro Sub County was retained. This study finding was contrary to (Willis & Hymon-Parker, 2010) who found a significant correlation between provision of essential creative activities materials and effective implementation of curriculum.

CONCLUSIONS AND RECOMMENDATIONS

The study sought to establish the influence of selected factors on the level of implementation of preschool creative activities curriculum in Njoro Sub- County, Nakuru County, Kenya. From the findings and discussion, the following conclusion was made:

Preschool teachers' attitude towards creative activities in Njoro Sub County was found to be ambivalent. While some viewed creative activities as of great importance, an essential skill to be nurtured in schools and a must for all children, some felt children can as well do with just minimum activities and that creative lessons are not useful in everyday life of a pre-school learner.

Most teachers were able to integrate the creative activities in their teaching, offered lots of suggestions and ideas through creative activities. However, they were not certain of their ability to guide learners in critical thinking and problem solving through creative activities. This was due to the fact that teachers perceive critical thinking and problem solving as not for learners at ECDE level. Additionally, most teachers had a tendency to control instead of being a facilitator, who should provide a scaffold for children, when they experience difficulty in the given tasks and gradually remove the scaffold to provide space for the children to build their potentials and practice creative activities comfortably.

Though all the sampled schools had trained preschool teachers, most head teachers were nonchalant towards how teaching and learning progressed, how integration of creative activities in teaching and learning was accomplished and the availability of the needed creative materials. To this end, a number of recommendations were made:

In order to cultivate positive attitude among preschool teachers it is important to boost their intrinsic and extrinsic motivation by improving their well-being. This can be achieved by offering them competitive remuneration, sponsor their professional development and to avail all the needed facilities for effective ECDE curriculum implementation.

The study has established that the level of integration of creative activities in professional documents by teachers is essential in the implementation of creative activities. It is thus necessary for all the teachers to be trained on not only the use of creative activities in ECDE but also how to improvise materials for use. Such training will ensure that teachers are effective in the selection, development and use of materials in ECDE.

Constant refresher courses on implementation of creative activities curriculum should be conducted at county level. Such courses will enable preschool teachers keep focus on the

importance of integrating creative activities in their teaching and create impetus for exploration of developing and using cheap locally available creative materials.

Quality Assurance and Standards Officers (QASOs) should ensure that both internal and external supervision of preschool education is done periodically and that follow up reports are acted upon promptly.

REFERENCES

- Andiema, N. C., & Kemboi, G. C. (2013). Relationship between play activities' implementation and learners' academic performance in public early childhood development centers in Pokot County, Kenya. *Journal of Education and Practice*, 4(26), 132-140.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*(4th ed.), Upper Saddle River. NJ: Merrill.
- Ferrari, A., Cachia, R., & Punie, Y. (2009). *Innovation and Creativity in Education and Training in the EU Member States: Fostering Creative Learning and Supporting Innovative Teaching*. Literature review on Innovation and Creativity in E&T in the EU Member States (ICEAC): JRC-IPTS.
- Hardman, K. (2008). Physical education in schools: A global perspective. *Kinesiology*, 40(1), 528.
- Iriwieri, G. O. (2009). The implementation of the creative arts curriculum in secondary schools in Nigeria. *African Research Review: An International Multi-Disciplinary Journal*,3(3), 342-358.
- Mahindu, J. W. K. (2011). *Influence of play on the development of preschool Children's social skills in Kabete Zone, Kenya*. Unpublished MED Thesis, University of Nairobi.
- Ministry of Education Science & Technology (2016). *Njoro Sub County school's census report*. MOEST.
- Morgan, P. J., & Hansen, V. (2008). Classroom teachers' perceptions of the impact of barriers to teaching physical education on the quality of physical education programs. *Research Quarterly for Exercise and Sport*, 79(4), 506-516.
- Mweru, M. (2012). *Teachers' influence on children's selection and use of play materials in Kenya*. Nairobi: Unpublished MED Thesis, Kenyatta University.

-
- Nyakundi, J. S. (2014). *Relationship between teachers' motivation and their work performance in pre-primary schools in Kenyan District, Kisii County, Kenya* (Unpublished, M. Ed Thesis). Kenyatta University.
- Ogott, G. O., Indoshi, F. C., & Okwara, O. M. (2010). Teacher factors in language curriculum material selection, development and use in early childhood education programme. *International Research Journals*, 1(11), 586-593. Retrieved from <http://www.interestjournals.org/ER>.
- Pramling, S. I., & Asplund C, M. (2008). The playing learning child: Towards pedagogy of early childhood. *Scandinavian Journal of Educational Research*, 52(6), 623–641. doi:10.1080/00313830802497265
- Republic of Kenya (2006). *National early childhood policy framework*. Nairobi: Government Press.
- Sinyei, C., Mwonga J., & Wanyama, M. N. (2012). Dealing with the prevailing attitudes and challenges for effective implementation of early childhood music and movement curriculum in Eldoret Municipality, Kenya. *Research Journal in Organizational Psychology & Educational Studies*, 1(5), 295-302.
- Tarman, B., & Tarman, D. (2011). Teachers' involvement in children's play and social interaction. *Elementary Education Online*, 10(1), 325-337.
- Scott, G., Leritz, L. E., & Mumford, M. D. (2014). The effectiveness of creativity training: A quantitative review. *Creativity Research Journal*, 16(4), 361-388.
- Tonui, B. C. (2015). Integration of creative art and drama in enhancing the teaching and learning in ECDE and primary schools in Kenya. *International Journal of Sciences: Basic and Applied Research*, 23(1), 34-41.
- Van Hoorn, J., Nourot, P. M., Scales, B., & Alward, K. R. (2011). *Play at the center of the curriculum* (5th edn.). Upper Saddle River, N.J: Pearson.
- Wegerif, R. (2010) *Mind expanding: Teaching for thinking and creativity in primary education*. Buckingham: Open-University Press.
- Willis, J. E., & Hyman-Parker, S. (2010). *Expanding multicultural activities across the curriculum for preschool*. Retrieved from <http://www.kon.org/urc/v5/willis.html>.

Whitebread, D. (2010). *Play, metacognition and self-regulation*. In P. Broadhead, J. Howard and Wood (Eds.). *Play and learning in the early years*. L

Inter-textual Relation between the Epic of Fumo Liyongo, Kifo Kisimani and Mstahiki Meya

Authors: Daniel Kioko Ngunzi¹, AbdulRahim Hussein Taib Ali² and Mayaka Gwachi³

¹Egerton University, P.O Box 536, Njoro - Kenya
Department of Literature, Languages and Linguistics
E-mail of the corresponding Author: ngunzidaniel@yahoo.com

²Lecturer, Department of Literature, Languages and Linguistics
Egerton University, P.O Box 536, Njoro – Kenya
E-mail Address: husseintaibali@gmail.com

³Lecturer, Department of Literature, Languages and Linguistics
Egerton University, P.O Box 536, Njoro – Kenya
E-mail Address: mayakagwachi@gmail.com

Abstract: *This paper intended to illustrate pastiche, parody and allusion in the selected texts as well as exposing new information which can only be understood when these texts are interpreted according to the selected theory. The paper focuses on interrelationship of texts in Kiswahili literature in East Africa which touches on allusion, pastiche and parody in interpretation of Kiswahili literature in East Africa. The selected texts that informed this paper included Fumo Liyongo (1950), Kifo Kisimani (2001) and Mstahiki Meya (2009). The epic of Fumo Liyongo is compiled by Mulokozi (1999) in his collection of three epics in the history of the Swahili community. In this paper, the researcher has been able to analyze inter-textual relation at the level of characterization. The paper successfully illustrates how allusion in the selected texts is portrayed and how pastiche and parody is illustrated at the level of characterization of the selected texts. The paper provides a basis on the use of the selected theory to guide interpretation and creation of Kiswahili literature works. The selected theory has guided the study to achieve the set objectives.*

Keywords: *Fumo Liyongo Epic, Kifo Kisimani Epic, Mstahiki Meya Epic, interrelationship of texts, Inter-textual Relation*

1.0 Introduction

There has been a case as to whether the writer of the play of *Kifo Kisimani* has his work copied from the Epic of *Fumo Liyongo*. This motivated the review to find out whether there could be any link between these two texts. Thereafter, the author of *Mstahiki Meya* also replicates some issues which have been addressed by *Kifo Kisimani*. As a result, this attracted the interest of the review to establish the kind of inter-textual relation between these texts. As argued by Porter (1986), there is no work in literature which is dependent on its own. It is usually related from the former texts. Wamitila (2006) explains that, a play can borrow from other texts and still retain its originality. This forms the basis for examining inter-textual relation between the epic of *Fumo Liyongo*, *Kifo Kisimani* and *Mstahiki Meya*.

2.0 Methodology

The review is based on a qualitative research approach that was able to acquire the required information through content analysis of the selected texts. This was achieved through reading carefully these selected texts. Thereafter, the review was guided by the specific tenets of intertextuality theory which are, parody, pastiche and allusion. There was clear illustration of how these texts are not different in terms of their content as described in the results. The three texts were chosen on the basis of their content.

3.0 Character Inter-Textual Relation between the Epic of Fumo Liyongo, Kifo Kisimani and Mstahiki Meya

The text of *Fumo Liyongo* is an epic dated back to the 18th century. However, it seems to have emerged thereafter through the text of *Kifo Kisimani* (2001) by Kithaka wa Mberia. Thereafter, it re-emerges again through the text of *Mstahiki Meya* (2009) by T. Arege. The inter-textual relation between these texts emerges at the level of characterization, thematic structure and the plot of these texts. This review is guided by the three tenets of intertextuality which are pastiche, allusion and parody as discussed by Habel (1989). This paper therefore intends to illustrate the inter-textual relations at the level of characterization of the three epics, namely *Fumo Liyongo*, *Kifo Kisimani* and *Mstahiki Meya*.

3.1 Inter-textual Character Relation Between the Epic of Fumo Liyongo and Kifo Kisimani

Fumo Liyongo ---> Mwelusi

(*Fumo Liyongo*) (*Kifo Kisimani*)

Mwelusi is a main character in *Kifo Kisimani* and he is a replica of Fumo Liyongo in the Epic of Fumo Liyongo. He becomes a replica in terms of character traits and the role in which he plays in the text. Mwelusi has become a great hero among the people of Ubangi. He is highly celebrated by the people of Butangi because of his great desire to see a better Butangi. This is what is portrayed in the Epic of Fumo Liyongo who is a great pillar of the Swahili community. Similarly, Fumo is a great hero who has been seen in different occasions being celebrated for his strength and contribution in the Swahili Community.

Similarly, these two characters have had a great influence without necessarily holding any political office. Fumo is just a brother to the king of the Swahili community then. The king was known as David Mringwari. David Mringwari was envious of his brother due to the influence he had in the community. The same case is reinforced in *Kifo Kisimani* when Mwelusi faces similar threats from his brother Gege due to the influence he had in Butangi.

On the third text; *Mstahiki Meya* the same case appears through the character of Doctor Siki who does not support the bad leadership of his cousin. Doctor Siki faces intimidation from his cousin the Mayor Sosi for condemning his bad leadership. Similarly, he faces threats because his cousin is afraid of his heinous leadership tactics. These texts portray a series of replica of the same mode of characterization.

Enmity between relatives is also portrayed in numerous instances in the above characters. Fumo Liyongo was betrayed by his own brother and son. Fumo Liyongo was betrayed by his brother David Mringwari who was the King of the Swahili Community then. David Mringwari was afraid that his brother would overthrow him and so he planned on how he could eliminate him. He had a number of attempts to eliminate him. At first, he planned to have him shot by arrows by people who were sent to ask him to get for them fruit from up the tree. What Fumo Liyongo did, left them shocked about the entire issue. Their intention was that when he gets on top of the tree then he would be shot by arrows. However, they were shocked by the wisdom of this man because he only used his spear to get the fruits down from the tree. In this case, they never succeeded to kill him.

The other attempt was having the king lure Fumo Liyongo's son to betray his father. In this case he succeeded because he was promised to marry the king's daughter. He was also promised wealth. To succeed in this, he beseeched his father to tell him what could be done to have him dead. This is because they had tried a number of times without succeeding. Ignorantly, the Fumo agreed to tell his son the secret of his strength. He told him that he could be killed by having someone prick him on his belly. The son waited for his father to sleep and pricked his father on his belly using a silver needle. By the time he was realizing what his son did, he ran away towards the well where he lost his life holding the spear in his right hand while kneeling down.

A similar case of characterization takes place in the text of *Kifo Kisimani*. In this case, the character Mwelusi is seen becoming a victim of similar circumstances. Mwelusi is facing accusation from the leader by the name Bokono. Bokono sees Mwelusi as a threat to his leadership by having him enlighten the people of Butangi on bad leadership from the current leader. Mwelusi is not a leader but he is being seen as a threat to the leadership because of exposing bad leadership from his leader Bokono.

In the same way that Fumo was dealt with, Kifo Kisimani takes a similar angle when Bokono sends for his younger brother Gege to the palace. Gege's character resembles Fumo's son. On the other hand, the leader Bokono also replicates the leader David Mringwari in his traits. This can only be seen when these texts are analyzed on the theory of inter-textuality.

In this case, Gege is promised to marry the king's daughter by the name Alida. He was also promised to be given a lot of wealth. Being a young man, he gives in to the new requirements by the king. The king desires to have Mwelusi killed. This has become possible through having Gege befriend his brother Mwelusi so that he can know about the whereabouts of his brother. At first, Mwelusi was jailed for being accused of conspiring to lure the people of Butangi from being loyal to the king. However, he managed to escape from the cells by having his mother prepare a piece of sour bread on which he had put chisel in between.

The reason he prepares the sour bread is because he foresaw that this kind of bread will finally reach his son which is the same way the mother to Fumo Liyongo did. The duo mentioned uses the chisel to cut the bars of iron guarding the cell so as to secure their freedom.

After Mwelusi secured his freedom, his brother Gege finds out his whereabouts from his mother who then directs him to where Mwelusi was. Mwelusi had gone to the well accompanied by his sister Andua to get water from the public well which had been grabbed by the leader Bokono. On arriving there, he calls Mwelusi to a separate talk so that he can have a talk with him. While on the separate place, Gege stubs Mwelusi on his belly causing him to scream loudly before he dies. Just like Fumo, Mwelusi dies in a similar circumstance and in a similar locality.

These texts are different in appearance but the content seems to be interrelated as portrayed by these two characters. Mwelusi is a reflection of Fumo Liyongo in the epic of Fumo Liyongo. When examined on the tenets of the theory of intertextuality, it comes out clearly that Mberia who is the author of *Kifo Kisimani* has his work drawn from the epic.

By so doing, it comes out clearly that the author is addressing historical injustices perpetrated by those in leadership. This historical injustice seems to have been there for a while. In other words, Mberia is addressing the kind of suffering that the people go through when they appear to

challenge bad leadership. He expounds on the cost of democracy in African countries which has a historical perspective. Being noted that the first text dates back to the 18th century while the second emerges in the late 20th century reveals how Leadership in Africa has continued to use archaic methods to eliminate those who challenge bad leadership.

This kind of interrelationship brings out the facts that the author is not only addressing issues of bad leadership and victimization of opposers of bad leadership but he uses the interrelationship through pastiche to bring the reader to the source of the vice. He uses pastiche to show the seriousness of the previous text that it is still relevant. He also aims at reemphasizing on the same by bringing on board the same sorry but featuring the previous main character Fumo in form of Mwelusi hence making the story to be more captivating. He also brings our attention to the importance of previous texts which possibly can be written off by the society due to their past characterization. This information of the duo characters is coming out clearly in these manner when the two texts are examined on the theory of intertextuality.

Mwanawe Liyongo ---> Gege

(Fumo Liyongo) (Kifo Kisimani)

Mberia brings on board a character by the name Gege to replicate Fumo Liyongo's son. To perpetuate this continuation, Gege reactivates the reader on the traits of Fumo Liyongo's son of betrayal and selfishness.

David Mringwari who was Fumo Liyongo's brother as earlier mentioned is not comfortable with his brother due to his influence on the community and yet he was the king. To counter this, he schemes ways of eliminating his brother. To succeed in this, he uses Fumo Liyongo's son to achieve this. He calls Fumo Liyongo's son to the palace. When Fumo's son goes to the palace, he is promised to marry the king's daughter if he agrees to kill his father.

Due to the pressure of the desire to marry king's daughter, Fumo's son agrees to that effect and then he devises a way to achieve this. The young man asks his father to tell him what exactly can be done to him so that he can die. Without realizing his mission, Fumo reveals to his son the secret of what can make him die. He told him that, what can make him die is when a silver needle is used to prick him at the bosom.

Fumo's son then waits for his father to sleep and pricks his belly using a silver needle. On realizing what had happened, he was helpless and he ran towards the well. On arriving to the well, Fumo loses his life while kneeling down with his spear on his hand as if he was preparing to attack.

After achieving his mission, he ran to the palace demanding for the promised reward. To his surprise, the king dismisses such an agreement. When the society realized what had happened to their hero Fumo, they became furious with Gege who finally rejected him. These two incidents depressed the young man who finally opted to take away his life.

Mberia brings the same version of Fumo's son in form of a character by the name Gege. Gege is a brother to the hero of Butangi by the name Mwelusi. Mberia brings the readers to the attention of the same issues highlighted by the previous text through the character traits of Fumo's son. Gege is a replica of Fumo's son in the later text of Mberia.

Like the previous Fumo's son, Gege was invited to the palace by King Bokono's advisers. When he went to the palace, he was promised to marry the king's daughter and also promised to be given wealth by the king. Like Fumo's son, he accepts the offer in exchange for eliminating his brother. Having the zeal to marry the king's daughter, he went ahead and deceived his mother to reveal to him the whereabouts of his brother.

When he learnt about the whereabouts of his brother, he went ahead and proceeded to the well where his brother was. On arriving, he called his brother aside to share to him some information which he claimed was sensitive. When they went aside, he stabbed his brother on the belly by using a knife. This brings forth a replica of the previous incident done to Fumo by his son.

After achieving his mission, he went to the palace to demand his reward of marrying Alida, the king's daughter. In similarity to the previous text, the king refuses to honour his promise of having Gege marry the king's daughter. Eventually, Gege faces rejection from the community for the heinous activity he did. He also lacks to get his reward from the king and as a result he suffers a double tragedy just like the previous character.

Through this character, Mberia brings afresh the issue of selfishness being used to achieve our selfish goals at the expense of our innocent relatives. When examined on the theory of intertextuality, it comes out clearly that, there is historical background dating back to the 18th century which aims at eliminating our blood relatives to achieve our selfish goals. It also comes out clearly that, this vice has not yet been eliminated and that is why Mberia brings it to our attention through his work. There is need to enlighten the society on the repercussions of being led by greed to achieve our selfish goals. This information is coming out clearly when the texts are analyzed according to the theory of intertextuality. The duo faces the same results after betraying their own. The kings also react in a similar manner in a way to emphasize that politicians are using the same ways to deal with their opponents. It also comes out clearly that, politicians are not to be trusted to the extent of betraying our own blood relatives to fulfill their wishes.

3.2 Character Inter-Textual Relation between the Epic of Fumo Liyongo, Kifo Kisimani and Mstahiki Meya

MA make Liyongo --->Tanya --->MA make Dadavuo Kaole

(Fumo Liyongo) (Kifo Kisimani) (Mstahiki Meya)

The three texts have three ladies who have played a similar role in a manner to reinforce the historical role of women in support for justice and in support for their families. In the first incident, the mother to Fumo Liyongo plays a great role in his release. While Fumo is in jail, he sends domestic help to inform his mother to prepare sour bread and then insert a chisel in between.

The mother did exactly that since he understood the role of the chisel. It was then that Fumo used the chisel to cut the iron bars and was able to escape from the jail.

A similar case took place when the mother of Mwelusi by the name Tanya did also the same. When Mwelusi was in jail, every kind of food that was being taken to him could not reach him since it was being consumed by the prison guards. In this case, he prepared a sour bread which seemed detestable and sent her daughter Andua to take her son in the jail. When the prison guards saw the bread which was sour and detestable, they give it to Mwelusi. When Mwelusi got the bread, he exhumed the chisel which he used to cut the bars of the jail and so he escaped.

In the third text of *Mstahiki Meya*, the author uses a character by the name Mother Dadavuo Kaole to emphasize the role of women in safeguarding their families. Mama Dada Vuo Kaole works at the king's palace. It happens to be a season of famine, and so he takes food from the palace made for the dogs. When he gets home he gives the son who later develops stomach complications. The mother rushes the son to the hospital so as to secure his health. He risks being abused for not following the protocol.

Though in the third text the author develops a new dimension of the freedom, it seems to be cohesive in a manner that the ladies are putting their lives in line to safeguard their families. When these texts are analyzed according to the theory of intertextuality, it is clear that these texts are woven in a manner to reemphasize the previous role of women in the society which cannot be undermined. The latter two authors are enlightening the society on their historical role in guarding their families and also defending their families. There are passionate efforts being made by women in quest for freedom which cannot be dismissed when these texts are well examined on the tenets of the theory of intertextuality.

David Mringwari --->Bokono ---> Mayor Sosi

(Epic of Fumo Liyongo) (Kifo Kisimani) (Mstahiki Meya)

The above stated characters are taking the role of leaders in their respective texts. Similarly, the three characters are taking similar character traits and roles. It is clear that, the authors are addressing a similar issue with African Leaders when these texts are analyzed according to the theory of intertextuality.

The trio are working out on mechanisms on how to retain their positions in leadership. At first, David Mringwari is afraid of his own brother Fumo Liyongo. As discussed earlier, he kills his own brother through his nephew because he is afraid that he is becoming more popular and is likely going to dethrone him. He truly succeeds all in the name of retaining his position.

On the second text, Bokono is a replica of the previous character discussed. He is the leader of the Butangi Empire. His leadership skills are poor and for that reason he uses his position to eliminate whoever exposes his weaknesses. He faces challenge from Mwelusi who is not happy with his bad leadership skills. Just like Mringwari, he uses the brother to Mwelusi as earlier mentioned to eliminate his brother. He comfortably succeeds in this by having Mwelusi killed by his brother.

The previous two characters are liars. They had given false promises to those who would succeed in eliminating their opponents. After Fumo's son succeeds in eliminating him, he was denounced by the king and as result he never honored his promises. Similarly, the same case happened when Gege in Kifo Kisimani succeeded in having his brother killed. He was not given the opportunity to marry the king's daughter.

On the latter case, Mayor Sosi is also having bad leadership traits. In this case, he is only concerned about his own well-being. Just like the other two kings earlier mentioned, he is also giving empty promises. There are no drugs in the dispensary and when he is asked he says that they have been ordered abroad which is not true. This trend of giving void promises is being woven in these three texts in an interesting manner.

3.3 Character Inter- Textual Relation Between Kifo Kisimani and Mstahiki Meya

Askari I, II and III --->Diwani I, II, and III

(Kifo Kisimani) (Mstahiki Meya)

There is a clear character development being brought about by these two texts through the above mentioned characters. The two authors have woven these characters to bring about a similar

message but in a different manner. In the first text, Mberia has three soldiers who are working under the instruction of the king. These three soldiers are in charge of the cell where Mwelusi is locked.

However, what is interesting is that, the first soldier seems different from the others. He is working under king's administration as a soldier and on the other hand he is also working with the opposition. He is also exposing the bad plans of the king against those who are opposing the bad leadership of the king. It is clear that, he is not contented with the king's bad leadership. He is also differing with his colleagues on issues which seem to work against others. Finally, he joins the other members of the society to go and attack the king in his palace.

A similar situation is also being portrayed by the other trio in the second mentioned text above. There are three councilors in the administration of Mayor Sosi. They are all supporting the bad leadership of the Mayor except the first Councilor. The first councilor comes out clearly to oppose the bad deeds and plans being carried out by the Mayor. Unlike the other two, he speaks on behalf of the poor just like the First Soldier in the first text. This brought him on the longer ends with the Mayor.

These two authors are insisting on something important that, in every administration, there is always an individual who does not support the bad leadership. It is also an eye opener to the leaders to be careful on whom the trust with their information. This is because, as it is portrayed by the characters above, it is evident that it is not every subject that remains loyal. It is also clear that, in every bad leadership, there is always someone who is ready to stand for the rights of the poor. The two characters are different from the others in terms of their personality. They are giving hope to the reader that despite the oppression, there is always some good hope when someone seems to care for those who have their rights infringed.

Bate ---> **Bili**

(Kifo Kisimani) (Mstahiki Meya)

Batu is the chief advisor of the king in Butangi in the text of Kifo Kisimani. He advises the king but in a wrong way. The main purpose of what he is doing is to be able to please the king and as a result benefit himself. At first he assures the king that he is the best king and that the people of Butangi are behind him. The king tends to believe in his lies even when there is no hope. Finally, the king is in a situation that he cannot even listen to his own wife Nyalwe who is telling the truth.

Later, the reality comes to pass when the people of Butangi plan to oust him out of power. He therefore realizes that he had been deceived by the sly advisors who are only after benefiting themselves.

The similar turn of events comes in the other text of *Mstahiki Meya*. The Mayor has an advisor by the name Bili. Bili misleads the Mayor by giving him the wrong advice. Bili like the previous character is after making sure that he reaps all manner of benefits by being close to the Mayor. He has been allocated land and given several treats in the account of the public money. Finally, after the turn of events he then switches off his phone and is out of reach for a phone call. The Mayor regrets having trusted Bili so much.

In these two texts, the later author is emphasizing on the need for leaders to be wise in selecting their advisors. In the first case, there seems to be a similar trend of events even after the first work being released to the society. To insist on the previous information, then the later comes up with a more recent version on reemergence of the similar vice. This information is coming up clearly especially when these two texts are analyzed on the basis of the theory of intertextuality in line with the tenet of parody in this case.

4.0 Conclusion

From the above discussion and the results got, it clearly comes out that, though texts could appear different with different titles, some are just a replica of the other. It also comes out clearly that, authors can employ inter-textual relations which can bring out issues which demand to be insisted in the society. It also brings out the idea that, no work is new in literature but it is an image of the previous works done. This review confirms the idea that literature works interrelate with each other to bring out a different approach on the same issues.

References

- Arege, T. (2009) *Mstahiki Meya*. Nairobi: Vide-Muwa Publishers.
- Habel, A. (1989). *Intertextuality, Allusion and quotation: An international bibliography of critical studies*. Greenwood Press.
- Mberia, K. (2001). *Kifo Kisimani*. Nairobi: Marimba Publishers.
- Mulokozi, M. (1999). *Tenzi Tatu za Kale*. Dar es salaam: Taasisi ya Uchunguzi wa Kiswahili.

Njogu, K. and Wafula R. (2007). *Nadharia za Uhakiki wa Fasihi*. Nairobi: Jomo Kenyatta Foundation.

Porter, J.E. (1986). *Intertextuality and the Discourse Community*. Rhetoric review, Fall.

Wamitila K.W. (2006). *Uhakiki wa Fasihi: Misingi na vipengele vyake*. Phoenix Publishers Ltd: Nairobi.

Literary Strategies in Yvonne Owuor's *Dust* and Meja Mwangi's *the Last Plague*

Gladys CesarePierre

Department of Literature Language and Communication (LLC)

The Catholic University of Eastern Africa, Langata, Nairobi

E-mail of the Corresponding Author: gladysgesare@yahoo.co.uk

Selline Oketch (PhD)

The Catholic University of Eastern Africa, Langata, Nairobi

Lucy NabuKonde (PhD)

The Catholic University of Eastern Africa, Langata, Nairobi

Abstract: *A few works have been written on Owuor's *Dust* as well as Mwangi's *the Last Plague* such as by Burkeywo (2015), Liswaniso (2016) and Muindu (2015) but none has been done on their literary strategies. This study explores the strategies used in *Dust* by Yvonne Owuor (2014) and *The Last Plague* (2014) by Meja Mwangi. This paper involves the views of different critics and scholars regarding strategies and their significance. The researcher carried out a close textual analysis of the two novels using qualitative analysis. The review revealed that Owuor and Mwangi used different techniques such as narrative technique, flashback, metaphors, similes, Swahili words, and dialogue among others that helped in developing themes.*

Keywords: *Literary strategies, Strategies in Yvonne Owuor's *Dust*, Strategies in *The Last Plague*, Literary styles*

Introduction

Literary strategies also called literary techniques or literary devices or styles are methods creators of narratives use to convey what they want. Authors make specific choices for particular reasons. Leech and Short (1981) stated that style is a way in which language is used. Allen & Widows (1975) adds that the value of stylistic analysis is that it can provide the means by which the learner can relate a piece of literary writing to his experience of language and thereby extend that experience. Various strategies have been employed in the novels of study to bring out meaning, themes, characterization as well as setting among others. Some of these include: narration, flashback, metaphor, similes, description and dialogue among others. This paper discusses the strategies used in Owuor's *Dust* and Mwangi's *The last plague* to bring out the themes.

Mehta (2015) posits that in fiction, techniques/strategies involve everything that goes into making the novel. Leech and short (1981) are in agreement as they define strategies as ways which the writers use to deliver their message to the general public. Khattak, Mehnaz & Ansari (2012) observed that the aim of stylistics is to describe the formal features of texts and to show their functional significance for the interpretation of the text. Ngara (1996) says that while writers are speaking independent of history, form is socially conditioned. Style arises as a result of historical and social factors. The texts under study fall under Kenya's postcolonial literature. Yvonne Owuor and Meja Mwangi attempt to create a literature with a Kenyan identity. One way of doing so is through the appropriation of the English language. Language plays a significant role as Booker (1996) writes that language carries culture and culture particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world.

Most works done depict realities of various societies, thematic concerns as well as the theories used. This particular study used the strategies to depict these realities. Studies have been conducted in the novels of study: *Dust* and *The Last Plague*. For instance, Burkeywo (2015) using *Dust* did a study on the Narrating of Kenyan History through Fiction but he did not capture the trauma involved. Secondly, Liswaniso (2016) conducted a research on political violence in Tagwira's *the Uncertainty of Hope* and Owuor's *Dust*, but her concern was on the impact of political violence in families not the trauma involved.

Ndumba (2002) observed that the treatment of HIV/AIDS in *The Last Plague* has been discussed by multiple writers and the pandemic has portrayed its victims behaving in different ways. To begin with, she gives an example of Adalla's novel *Confessions of an AIDS Victim*, which examines how HIV has closed doors for Catherine Njeri, a beautiful, young and intelligent woman who learns with shock and utter disbelief that she is HIV positive which makes her an AIDS victim. This means many things to her; she cannot go ahead with her plans to study for her Master's degree in the USA and she has to start thinking like somebody who is at the end of her

life. In a heart-breaking style, she makes the revelation to her longtime friend, Marilyn, in the form of a letter.

According to Muindu (2015), a critical interrogation of two Kenyan novels namely: *The Last Plague* by Meja Mwangi and *The Mysterious Killer* by Joseph Situma, where he examined how the enactments of illness by the diseased characters in the two texts relate to their quest for meaning. These are among what has been done on Yvonne Owuor's *Dust* and Meja Mwangi's *The Last Plague*. Despite scholars touching some aspects on the two novels, little has been done on the strategies that are employed and this is what this study is out to carry out.

Methodology

Study of the strategies involves linguistic analysis and literary criticism. This study will adopt the intensive review of related materials and close textual analysis of the novels, *Dust* and *The Last Plague*, using qualitative analysis procedures. To ensure validity the scholar sought the assistance of able experts including: experienced graduates, peer colleagues, lecturers, experienced supervisors and professors to read through the work and make necessary corrections.

Results

Both Owuor and Mwangi have employed narration through the third person point of view which is also called omniscient narrator, this point of view gives room for the authors to add descriptive and narrative details that the characters do not notice (Dupriez, 1991). For instance, narration in *The Last Plague* gives the image of Janet's past and how their old house stands as a reminder, pain and regret (33). It builds suspense for we ask why the regret and then things unfold how Broker had cheated on her and left to Pwani with another woman who is later revealed as Jemina. This helps us know how and why Janet treats Broker the manner she does the first day he returns from the coast. Mwangi through narration tells us that after supper Janet locks Broker outside their house and he sleeps in his vehicle after unsuccessful attempts to drive off. Mwangi's narrator adds that Janet sarcastically gives him condoms and tells him to go to his wives so as to avoid spreading what he brought (p.176). This definitely leads us to the pain she had experienced earlier when the same Broker deserted her and the children. In *Dust* we also witness Odidi's crying during the bombing of the US embassy in Nairobi, which claimed the lives of many as well as maiming many in 1998. It helps in bringing out Akai's feelings and reactions towards the absent son as she tells Nyipir, "I want my son." This is as a result of pain and loss. It also highlights the effects of terrorism in the economic, political and social life of the nation.

It is through narration that Mwangi reveals that the primary school where teacher Paul had taught for long is dying from theft of funds. This builds the theme of corruption and mismanagement of

funds. Corruption is a leading evil in the post independent African states hence a satire to these states. Yvonne Owuor also presents corruption through the story of Ali Dida's arrival from Eritrea which is also given through narration as well as how he joined the police service.

Following this closely it develops the theme of weakness and corruption in the police force since Dida joined Nyipir in cattle rustling in the Northern Province, something we do not expect the police to do. Moreover, there are no details of his training as a police officer.

Description is another strategy that has been intensely used in the two novels. For instance, through description Mwangi paints an image that there are no people in Crossroads since it's only the beggar around and the old man playing one-man game (p.1). It shows the impact of AIDS to the village of Crossroads that has cleared people leaving these countable few. This in turn becomes a trauma to the children since they lack parental love as well as someone to provide their needs. Its description that presents Broker as a man with sunken eyes (p.208) this is also, a reason as to why pastor Bartolomeo can't remember having baptized him (p.259). It shows the effects of HIV/AIDS to the human body that is it has consumed him beyond recognition. To add to this, when Broker comes to Crossroads as a stranger, there are a lot of suspicions about him. For instance, he is described as having a bonny face, staring eyes and wasted features (187). This leads us to suspense whether he is also suffering from AIDS which comes out to be so as the narrative advances. Through description we are informed that upon close observation Musa notices that he, Broker is the legendary Wa Guka, the bank robber that the police have failed to catch after several attempts. Still as he hides his identity, Uncle Mark remembers him as Bakari Ben Broker at the business of Maalimu Juma, Janet's father (188).

Similarly, Mwangi tells us of a group of distraught travelers that stood huddled together and they had bundles of misery (p.4). This depicts how AIDS has made people so poor. To add on poverty, the beggar is described to be followed by a horde of flies and a pungent smell of years of neglect. This is a sign that there is a lot of poverty and neglect among the less fortunate in the village of Crossroads. This situation is also seen in Musa's room where there is an indication of filth i.e. flies, sugar ants as well as roaches (65). Moreover, when Broker goes to the home of his late girlfriend, Jemina to look for her there is a lot of description done that reveals a lot of poverty. To begin with, the buildings are said to be dilapidated and collapsing (296). Further the children in Jemina's home are described as being violent. This shows the effect of HIV/AIDS to the children since they have to learn to defend themselves in the absence of their parents. They become violent on Broker (297-8). In the same home, the children are said to be naked and out of school. This is an impact of HIV/AIDS showing poverty since no one is left to care for them. In *Dust* also poverty is portrayed through the description of the room Isaiah Bolton rents as being dirty as well as Justina, Odidi's girlfriend becoming a prostitute to earn a living.

Mwangi through description builds the theme of police brutality as the mishandling of Frank by police is thus given. They beat him up, his testicles are swollen, his underwear disheveled and he is demoralized in a cold and dark cell that is smelling (p146). This is a satire in the postindependent African nations that are torturing their members instead of protecting and defending them. It also builds up traumatic violence on the side of Frank who is locked up with criminals and it is said that in the cell there is a lot of suffering, loneliness, beatings and filthy environment (151). This is also another satire since we expect the conditions in prison cells to be better since prison is a place of correcting wrongs. We also don't expect the prisoners to be beaten since they have not been proven guilty in a court of law. The same behavior of the police is depicted by Owuor in *Dust* as she tells how Nyipir was tortured which made his hands deformed (278). It is a pointer to violence and misuses of power hence a satire in the post-independent Kenya torturing and maiming her own sons leaving them helpless. This is exactly what the colonialists were doing. Owuor also explains how Odidi is shot by the police, who are supposed to protect the people.

Flashback is another strategy that has been intensively used by the two authors. For instance, through flashback we get to understand and know Frank's ambition as a veterinary. Flashback also tells us that Frank's father was a preacher and Janet's Father was an Imam, Muslim leader. This recall helps us to see religious intolerance between Islam and Christianity as well as how Broker, a non-believer won Janet, something that made her parents ashamed to the extent of moving away from Crossroads to avoid the stigma. In the flashback, we are also told that Janet almost killed herself when she conceived with Broker outside wedlock. This is because of the societal dictates that one should not conceive before marriage (92). In *Dust* also Owuor uses flashback to tell us how Odidi lost his job, became disillusioned and joined robbery due to corruption. Flashback also tells us how Akai conceived out of wedlock and how Bolton turned against her calling her prostitute.

Dialogue has also been used to develop the themes, advance the plot and build characterization. For instance, in *The Last Plague*, dialogue ensues between characters: Frank, Uncle Mark and Musa they ask when Frank came from America and he reveals he never went as he says there is a long story behind it (26). This dialogue brings to surface the trauma caused by HIV/AIDS since it crushed the dreams of Frank just like it did to Caroline Adala's main character, Catherine Njeri in *Confessions of AIDS Victim*. For instance, there is dialogue between Petrus and Isaiah which shows that corruption is rampant up to the police force. This is because Petrus asks for a bribe to be given to Ali in order to reveal the truth about Hugh Bolton (216). This is a satire in the Kenyan police force that cannot conduct an inquiry and release the evidence freely; they must be given a bribe to accomplish it, it is also a satire on post-independent Kenya pointing at the theme of corruption in the police force.

Julia and Janet, her sister in dialogue reveal that people are attached to their dangerous customs such as wife inheritance that is one of the ways of spreading the disease. Janet tells Julia the need of bringing such customs to an end but Julia is not happy about this (52). Moreover, dialogue reveals wife inheritance in that chief Chupa wants to inherit Janet because he is rich despite him being old. Grandmother supports this idea (56). This develops the theme of male chauvinism as well as class since those that have riches like Chupa want to subdue those who are poor, the likes of Janet, no wonder AIDS is spreading at an alarming speed. Also the dialogue between Uncle Mark and Frank reveals male chauvinism in *Crossroads*, Uncle Mark says that women are supposed to be beaten and be made pregnant. Uncle Mark suggests that this can be the only thing to change Janet (65). It is a clear indication that their culture supports violence in the form of wife battering. In addition, the same dialogue between grandmother and Janet brings out Janet's character as determined and caring and that of grandmother as ignorant for she supports widow inheritance despite the rampant AIDS scourge (64). Dialogue is also used in *Dust* when Awaro and Selene discuss the occurrences at Buma. Selene asks him: "what did you see?" "Bad things memsahib (p. 95)." Definitely this reminds us of suffering, murder and maiming of the participants of war, no wonder Nyipir's brother and father never came back.

Janet dissuades Kata by means of dialogue to shun from using one knife for circumcising all the boys (103). It develops Janet's character as daring in confronting one of the ways of spreading the disease. It as well shows Kata's ignorance and greed for money as well as the ignorance of the villagers about the spread of AIDS. This leads to violence as Frank joins the argument and boys as well as men run after him ordered by Kata to re-circumcise him, a form of physical violence (106). We also see in *Dust* Ajany, Odidi's sister begging Justina, Odidi's girlfriend to go home and give birth there Odidi having been killed.

Through dialogue, a boy in Jemina's home reveals to Broker that Jemina died (298). This is an indication of the impacts of AIDS. It has claimed so many lives till some are just mentioned and their names not given. Dialogue also reveals the experience of the characters when they discover that they are HIV positive. They contemplate suicide (378), an indication of trauma as a result of AIDS and its impacts to people. The impact of AIDS is further seen by way of dialogue when Janet tells Frank that it doesn't know a priest from a prostitute (379). This shows AIDS does not spare anybody. In a conversation, Broker also reveals to Janet that all the women he squandered money with left him when they noticed he was sick (418). He adds that all could be dead by now. This develops Broker's character as open and sincere as well as develops the theme of HIV/AIDS and its impacts in killing women as a result of poverty squandering money with sick men unknowingly. Owuor has also intensely used dialogue in several instances. For example, the dialogue between Nyipir and the daughter, Ajany reveals that during the Mau era secrets were kept and evil was sealed in covenants for the sake of peace in the country (68). The same also explains how Nyipir met Hugh Bolton as he was on his way to Burma looking for the brother and

father (p.69). In addition, Baba Jimmy and Nyipir in conversation show the desperate state of Nyipir as he longs to see the father and brother. He asks: “Ere baba, ere Theo?” Where are they? “Gi biro,” They are on the way (p.155)

It shows the effects of war on families, which is a trauma to those left behind like Nyipir and the mother.

Metaphors have been employed in the novels. Frank calls Kata an animal as Janet calls him a beast (75). This is because of what he does to Frank by sending youths and young men after him to beat him and re-circumcise him. It indicates that as a character he is brutal as well as violent hence developing violence as a theme. His action is not human hence compared to an animal as well as a beast. Another metaphor is that of calling AIDS witchcraft. In *The Last Plague* for instance, when Bigshoe dies (99), his wife says that his brother bewitched him out of jealousy; it shows how ignorant the people are about AIDS. This ignorance is furthered by the fact that the people of Crossroads call AIDS a plague (39). The term plague shows its devastating effects on a human body. Like a plague it deforms various parts of the body. It is called the last plague since people don't believe there can be another disease deadly like it. AIDS is also referred to as a monster that devours people (352). It shows its great negative impact in killing the people of crossroads just like monsters devour people in the folk tales mercilessly. Frank also calls the Crossroads' people a festering symmetry (121). This shows the certain deaths that they are to face because majority are HIV positive which is wasting them slowly. People fear HIV/AIDS because of its manner of attacking one's body hence those who contract the virus react differently. For instance, when Hauna, one of the women in the novel tests HIV positive she calls her husband the dog and promises to kill him (393). It develops Hauna's character as hot tempered and cruel as well as brings out the trauma she experiences at the discovery that she is positive. Moreover, Janet is called 'mama steel' then 'condom woman' (60). These terms denote her toughness in her campaign of using a condom to prevent AIDS, something men are shy from but she courageously does this. It depicts the ignorance of the people of crossroads towards AIDS. Instead of taking in Janet's advice they mock her and call her names.

In a dialogue between Uncle Mark and Frank, Mark calls Janet a man and that probably Broker left her for Pwani, Mombasa with a fat woman realizing she was another man, meaning she is very tough and doesn't condone deeds demeaning women in this society (65). Uncle Mark remarks that Janet should get a man to beat her back to womanhood, an indication that wife battering is very much alive in Crossroads, which is a trauma to women and those emancipated like Janet cannot stand it. Equally, in Owuor's *Dust* it is said that Nyipir becomes a stone after mourning the son (278). This metaphor, stone indicates the effect of pain and loss of the only son.

Similes have also been used in the two novels. In *The Last Plague*, the following are evident: Broker is said to have become as gentle as an old goat now (p.180). This is to show the change he

has undergone as a result of sickness. We get another simile through Waziri wa siri who is said to be breathing like a buffalo as a result of the charts that have been pinned on the walls of his lodgings (139). It portrays rage in him as a hot tempered person since a buffalo he is compared with is a very dangerous animal. It also builds the theme of violence in case he gets to know exactly who put them there. We get another simile from Big Youth when he tells Broker in conversation that people die like animals in Crossroads (208). It shows how devastating the HIV/AIDS pandemic is to the human body and probably no care is given to the sick because of fear thus making them equated to animals; since the human life has even lost the dignity it deserves hence equated to animals; no wonder people don't now value communal burying due to rampant deaths. Owuor also used similes to communicate her issues and bring out characters. For instance, it is said that a man was shot as an insect because he wore AP-Police (184). This adds to police brutality, inhumanity as well as violence as a theme. It as well brings out trauma to the family members and friends. Another simile is used in talking about those who were associated with Tom Mboya that they were hunted like vermin (236). This simile shows divisions among the Kenyan people along political as well as tribal lines because Mboya was a politician and was killed because of his pressures in politics. Also in describing the action of the Mau fighters a simile has been used. It is said that the men eased their way into the concealed path, rifles at the ready as silent as hunting cats. This shows their readiness to attack hence develops the theme of war and its effects. Also a priest is compared to an Ankole cow by describing him to being 'as dark haired, as ebony as an Ankole cow in the drought.' This shows the shock the priest gets at seeing the catechist Aloys Kamau being killed by the police. It depicts disrespect of human dignity.

Swahili words and phrases have been used by Mwangi and Owuor. For example, in *The Last Plague* chief Chupa calls Janet Mtumba, meaning second hand. This is a verbal abuse meant to demean and traumatize her. It portrays the chief's arrogance and opportunism as he says that fortune smiles on those chief Chupa favours (78). It also points to selfishness and opportunism in leaders who are ready to take advantage of poor and single ladies like Janet. However, Janet doesn't mind this abuse, for her life goes on and her campaign becomes more rigorous. Uncle Mark also uses Swahili word when he says it is not my shauri, it's not my business people should be warned from the monster (141). It points at individual responsibility on each person concerning the spread and curbing of AIDS in Crossroads. Also, a man tells Broker that AIDS is a disease of men who manga, roam about (243), meaning the promiscuous men. This is a blame to show that immorality is one of the causes of HIV/AIDS. Similarly, Swahili words have been used also in *Dust* and such include Kwaheri (147), Tusker baridi hapa sasa hivi (151), Mokoteni, matata, jinga hayo hakuna matata, hamna matatizo among others (152). These are used to show the language of the 'matatu' people. They also authenticate the novel's setting as purely African/ Kenyan since Swahili is a national language in Kenya.

Discussion

After the analysis of the novels *Dust* and *The Last Plague*, it was realized that Owuor and Mwangi employed language to achieve an effect. For instance, narrative technique is straight forward in *The Last Plague* hence enables the readers to understand the work. However, *Dust* requires a lot of concentration for it presents episodes through the same narration as it skips and brings in something new and much later continues to add to the first episode in that process. It has a non-linear plot unlike that of *The Last Plague*. The two writers also used a lot of flashback to bring to the attention of the readers the things that had happened in the past and link them to the present.

Description was used by the two authors to develop the themes such as corruption, poverty and betrayal among others. It also brings out the traits of characters such as Broker, Akai and Nyipir just to mention a few. Metaphors were also employed in the two novels to bring out the perception of the people towards HIV/AIDS as well as show the emotions of those people involved in trauma such as Nyipir. A metaphor according to (Alembi, 2000) is a direct comparison of two unlike things without the use of 'like' or 'as'. To paint a mental picture and bring out characterization and themes like violence and betrayal, similes were employed by both authors. Similes bring out comparison and humour as well as the irony behind the thinking of the characters. They also develop themes. According to Berner (2013), flashback is a general term for altering time sequences, taking characters back to the beginning of the tale. Swahili words have been used by the two authors. This is because Swahili is a national language in Kenya hence their use authenticates the novels as well as gives it a local flavor.

After the analysis of the novels *Dust* and *The Last Plague*, it was realized that Owuor and Mwangi employed language to achieve an effect. For instance, narrative technique is straight forward in *The Last Plague* hence enables the readers to understand the works. However, *Dust* requires a lot of concentration for it has a non-linear plot. The two writers also used a lot of flashback to bring to the attention of their readers.

Conclusions

From the foregoing discussion, it has come out that style or the use of literary strategies is quite important in literature and its functions in literary works is of great significance. It has been noted that style in literature develops the themes, setting as well as characterization. It has also been noted that style adds flavor to language in literature as well as developing plot. In fact, a literary work without style will just be flat and meaningless. Owuor and Mwangi therefore used different techniques such as narrative technique, flashback, metaphors, similes, Swahili words, and dialogue among others that helped in developing themes.

References

- Alembi, E. (2000). *Understanding poetry*. Nairobi: Acasia.
- Allen, J. P. B., & Widdowson, H. G. (1975). *Grammar and language teaching*. The Edinburgh course in applied linguistics, 2, 45-97.
- Berner, R. T. (2013). *Writing literary features*. Routledge.
- Booker, M. K. (1996). *A practical introduction to literary theory and criticism*. Longman Publishing Group.
- Burkeywo, B. A. (2015). *Narrating Kenyan History through Fiction in Yvonne Owuor's Dust* (Doctoral dissertation, University of Nairobi).
- Dupriez, B. M. (1991). *A Dictionary of Literary Devices: Gradus*, AZ. University of Toronto Press.
- Finnegan, R. (2003). *Oral traditions and the verbal arts: a guide to research practices*. Routledge.
- Liswaniso, C. M. (2016). *A critical exploration of political violence in selected literacy works: a case of Tagwira's the Uncertainty of Hope and Owuor's Dust* (Doctoral dissertation, University of Namibia).
- Mehta, S. (2005). Themes and techniques in anita desai's major novels. *International Journal of Research in Economics and Social Sciences*, 7 (17).
- Muindu, J. P. (2015). Liminality and regeneration in Meja Mwangi's the Last Plague and Joseph Situma's The Mysterious Killer. *International Journal of Innovative Social Sciences & Humanities Research*, 14.
- Mwangi, M. (2014). *The Last Plague*. Nairobi: E.A.E.P.
- Ndumba, M. N. Vs. *The Treatment of the Theme of HIV/AIDS in The Last Plague by Meja Mwangi*.
- Ngara, E. (Ed.). (1996). *New writing from Southern Africa: authors who have become prominent since 1980*. James Currey Publishers.

Owuor, Y. A. (2014). *Dust*. New York: Alfred Knopf.

Short, M. H., & Leech, G. (1981). *Style in Fiction*. Harlow: Longman.

Widdowson, H. G. (2014). *Stylistics and the Teaching of Literature*. Routledge.

**Teachers' Perspectives of the Challenges of Teaching Economics:
A Case Study of One Public Secondary School in Uganda**

AuthorSe

Authors: Daniel Kioko Ngunzi¹, AbdulRahim Hussein Taib Ali² and Mayaka Gwachi *ntumbwe*
Nakkazi Damalie

Lecturer, Department of Humanities and Language Education,
School of Education, College of Education and External Studies
Makerere University, P. O. Box 7062, Kampala, Uganda
Author Email: dsentumbwe@cees.mak.ac.ug

Abstract:

*This study examines the challenges of teaching Economics in one public secondary school in Uganda. The study employed a qualitative research paradigm using a case study design. The sample comprised of four Economics teachers at one selected secondary school in Kampala Uganda. Data collection methods included personal interviews, classroom observations and a focus group discussion. Content analysis was used in analyzing the data. The findings revealed that the challenges encountered by the teachers related to the Economics curriculum, inadequate textbooks and classrooms, and a high teacher-student ratio. Other challenges encountered were absenteeism on the part of the students, poor academic performance, and a poor reading culture. **Keywords:** Teaching Economics Challenges, Teaching Economics Perspectives, Uganda*

1.0 INTRODUCTION

Economics is one of the subjects taught at the Advanced (A) level in the Ugandan secondary school curriculum. The Ugandan education system was inherited from the British colonial government and so was Economics as a subject. The teaching of Economics in Uganda had its origin in the City and Guilds of London Institute. Later, the subject went to Cambridge Education, then to the East African Examination Council and finally to the Uganda National Examinations Board in 1980. The aim of teaching Economics in secondary schools in Uganda as enshrined in the teaching syllabus is to equip learners with knowledge, skills, values, and attitudes to enable them to participate, contribute, adapt to and survive in a complex economic society (NCDC, 2016). This means that the subject has to be taught well if students are to appreciate its relevance. However, effective teaching of Economics in Ugandan secondary schools has been beset with challenges and problems that have not been addressed. For instance, the number of students offering Economics at the Advanced level has reduced substantially. Additionally, the performance of students in the national examinations has declined in recent years. These declines are likely to affect the number of students admitted to study Economics at the university level. For example, the number of students admitted to reading Economics at the School of Education Makerere University was 164 in the academic year 2011/2012. This figure had reduced to 96 students in the 2015/2016 academic year. This, therefore, begs the question: what explains the current status of Economics in Uganda?

Although it may be difficult to point to any one cause for the declines in student numbers, the teachers who have significant influences on students' life-long success and academic performance (e.g., Chetty *et al.* 2014; Nye *et al.* 2004) can help clarify these and other issues. Surprisingly, no study has attempted to seek teachers' views as to what factors hinder the effective teaching of Economics in Ugandan secondary schools, though studies have been done in other countries (e.g., Chibueze, 2014; Khadka, 2016; Kerich, 2012; Nwachukwu, 2014; Ojo & Nkoyane, 2016). Therefore, this study sought to examine teachers' perspectives of the challenges of teaching Economics in the context of one public secondary school in Uganda.

2.0 METHODOLOGY

2.1 Qualitative research paradigm

This study employed a qualitative research paradigm. According to Creswell (2008), qualitative research is "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (p. 2). Henning *et al.* (2006) see qualitative studies as those "which aim for depth rather than quantity of understanding (p. 3). The purpose of this study necessitated

the use of qualitative research because the study sought to gain a deeper understanding of the teachers' perspectives of the challenges they face in teaching Economics.

2.2 Research design

The study used a case study design (Hancock & Algozzine, 2006; Baxter & Jack, 2008; Stake, 1995). Yin (2003) defines a case study "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 5). Merriam (2009) defines a case as "an in-depth description and analysis of a bounded system (p. 40). This study used the case study methodology because it was looking at a single case and a specific number of respondents in a particular community.

2.3 Study area

The study was carried out at Old Kampala Senior Secondary school. The school is a mixed Ordinary (O) and Advanced level public secondary school located in Kampala district. The school was started by the Indians when they first settled in Uganda and it was the first Cambridge Examination center in East Africa. The school was chosen for two main reasons. Firstly, it was one of the first secondary schools to teach Economics in Uganda. Secondly, students' performance in Economics at Old Kampala Senior Secondary school has been declining over the years.

2.4 Target population, sampling strategy and sample

The target population comprised of secondary schools which teach Economics at A-level in Kampala district. Old Kampala Senior Secondary school was purposively selected as a case study. The sample comprised of all the four (4) Economics teachers at Old Kampala Senior Secondary school. Of these, three were male and one was female. Among the four teachers, one doubled at the Deputy Head Teacher as well.

2.5 Data collection methods

2.5.1 Focus group discussion

Data were collected between the months of August and November 2017. All four teachers participated in a focus group discussion, which lasted one hour. The focus group discussion was intended to obtain teachers' general views and perceptions of the challenges of teaching Economics at Old Kampala Senior Secondary school. The discussion was audio-taped and later transcribed. The qualitative approach and small sample size negated the quantification of results. The study only seeks to identify the challenges of teaching Economics that are important to this group of Economics teachers and illustrate their opinion in more detail.

2.5.2 Personal interviews

Four teachers took part in the personal interviews. The interviews were conducted at Old Kampala Senior Secondary school, lasting between 35-45 minutes. The purpose was to elicit personal perceptions of the challenges faced in teaching Economics. This information was useful in corroborating the data from the focus group discussion.

2.5.3 Classroom observations

Classroom observations were conducted in senior Five Economics classes. The researcher was a non-participant observer (Robson, 1993) during the classroom observations. The objective of the observations was to ascertain whether what was said in the personal interview sessions and focus group discussion was what played out in practice. Two Economics lessons were observed.

2.6 Data analysis

Content analysis (Weber, 1990) was used in data analysis. The data were presented in themes which made it possible to draw an interpretation of the results (Bengtsson, 2016). Emerging themes were categorized while citing data from the personal interviews to further explain the focus group discussion results.

2.7 Validity and reliability

According to Leung (2015), “validity in qualitative research means appropriateness of the tools, processes, and data” (p. 325). Seale (1999) posits that the “trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability” (p. 266). The research was conducted in an ethical manner. Consent was sought from the school and the teachers who participated in the study. Permission to sit and observe Economics classes was sought from the teachers, and they were assured of confidentiality regarding their views and perceptions. To further ensure trustworthiness of the study findings, data triangulation was employed. The initial findings were reviewed by the respondents and were revised where necessary. In addition, one research assistant analyzed the focus group discussion transcripts independently to further enhance the validity of the analysis.

3.0 Results

3.1 Challenges related to the Economics curriculum

Results from the focus group discussion and personal interviews revealed that the Economics teachers at Old Kampala Senior Secondary school faced a challenge with the Economics

curriculum. The teachers were of the view that the Economics curriculum is abstract, theoretical and are based on the British curriculum. As one teacher aptly put it during the interview:

Economics suffers from the biases of schools of thought. The inherited curriculum from Britain, a capitalist nation places most emphasis on capitalism as the ideal economic model without adequately exploring and objectively dissecting the communism system, a system that African societies had practiced for centuries and proved reliable in stemming major economic issues such as hunger and starvation, unemployment, production and factors of production among others. For example, the way the topic of privatization is structured, the advantages far outweigh the disadvantages which create bias in learners yet even western governments, the advocates for capitalism in developing countries continue to maintain a balance between the two (Teacher 1).

The nexus between theory versus praxis also came out strongly as a challenge. Results from the focus group discussion and personal interviews revealed that Economics teachers at Old Kampala Senior Secondary school struggled to maintain a balance between teaching theory and practice. As one teacher elaborated during the interview:

The A-level Economics curriculum is abstract and more theoretical than practical yet Economics is a practical social science that aims to study and observe human behavior in relation to the allocation of scarce resources among the unlimited wants. The curriculum fails to incorporate crucial insights from other disciplines especially the science disciplines (Teacher 3).

Teacher 4 offered opinion as to why this was the case during the interview thus:

The way we were taught Economics at the university sometimes influences the way we teach. But even the Economics papers at A-level are theoretical.

Another teacher had this to say regarding the theories of Economics:

The subject relies so much on theories and assumptions when stating and solving economic problems yet in real-life it is impossible to isolate other factors from the dynamics of Economics. This could explain why some learners find it difficult to grasp such theories and concepts (Teacher 2).

Another concern related to the micro versus macro nature of Economics. As one teacher pointed out during the interview:

The subject places more emphasis on the study of aggregate economic variables such as economic growth, unemployment, inflation and little emphasis on microeconomic variables. The individual learner finds it difficult to fit and imagine himself in these macro variables. This could explain why there seems to be a parallel increase in the number of Economics graduates and unemployment in Uganda (Teacher 1).

Furthermore, the nature of Economics as a changing subject presented challenges to the teachers of Economics at Old Kampala Senior Secondary school. Teacher 2 had this to say during the personal interview: “Economics is a current and ever-changing subject. Teachers need to be updated. Economics teachers struggle to keep focused, current and objective”.

Other concerns related to the requirement that students offering Economics should take subsidiary Mathematics as a prerequisite. Referring to the consequences of this policy, Teacher 4 offered her analysis succinctly thus: “This has made students shift to Entrepreneurship instead of Economics”

3.1.1 Lack of Economics textbooks

Another challenge faced by the Economics teachers at Old Kampala Senior Secondary school was the lack of up-to-date Economics textbooks. Data from the focus group discussion, classroom observations and personal interviews revealed a lack of essential textbooks for both students and teachers. Data from the classroom observations indicated that no student had an Economics textbook during the lessons at the time of data collection. A few students carried pamphlets whose authorship is questionable. As Teacher 3 explained during the interview: “The textbooks are not enough. We have only three copies of „Basic Economics for East Africa“ by John Ddumba Sentamu. These are shared by over 300 students”.

3.1.2 Inadequate classrooms

Analysis of data from the focus group discussion, classroom observations and personal interviews revealed a shortage of classrooms at Old Kampala Senior Secondary school. There were over 300 students offering Economics at the Advanced level and each stream had about 90 to 120 students. The classes were crowded making it difficult for students to sit and write comfortably. At the same time, teachers found it difficult to make the necessary classroom movements.

3.1.3 High teacher-student ratio

Results from the focus group discussion, classroom observations and personal interviews revealed that Economics teachers at Old Kampala Senior Secondary school faced a challenge of a high teacher-student ratio. The school had four Economics teachers against a population of over 300 students. One teacher decried the high-student teacher ratio and had this to say during the interview: “*By normal standards, you can't teach over 100 students at a go*” (Teacher 3).

Another teacher was concerned about marking students' answer sheets effectively given the high student numbers (Teacher 1). Yet another was more concerned about teaching the slow learners effectively (Teacher 4).

3.1.4 Poor academic performance

Another pressing challenge for the Economics teachers at Old Kampala Senior Secondary school was students' poor academic performance. Results from the focus group discussion and personal interviews indicated that Economics was a difficult subject for most students. The teachers acknowledged that students' performance in Economics was particularly poor during the 2015 Uganda Advanced Certificate of Education examinations. The teachers offered differing explanations for the likely causes of students' poor academic performance. For example, one teacher had this to say during the interview:

Students come here for A-level with a poor background from other schools where they attended O-level. Our school encourages all Arts students to take Economics because there is a wide range of courses they can take at the university, despite their low grades from O-level. The challenge is that the proportion of students who find difficulty in Economics increases because they did not pass well at O-level (Teacher 1).

Another teacher attributed students' poor academic performance to failure in interpreting examinations questions (Teacher 3). Yet another decried the poor handwriting and incompetence in the English language as the explanation for their failure in examinations (Teacher 4).

3.1.5 Poor reading culture

Results from the focus group discussion and personal interviews revealed that teachers faced a problem of a poor reading culture on the part of the students. Teachers explained that Economics is a wide subject and is offered for only two years at the Advanced level. This requires a lot of effort for both teachers and students if the course is to be covered within the stipulated time frame. The teachers pointed out that they struggled to teach whenever students failed to read the required course materials. Referring to this poor reading culture amongst students, one teacher had this to say: "These students do not want to read. Even when you ask them to read ahead, most of them will come to class when they have not" (Teacher 1).

3.1.6 Students' absenteeism

Analysis of data from the focus group discussion, classroom observations and personal interviews revealed that teachers faced the challenge of absenteeism on the part of the students. The major reason for students' absenteeism was the lack of school fees. At the time of the survey, many students had been chased from school for lack of school fees. Other reasons related to students'

poor attitude to Economics, and a lack of interest and motivation to study Economics. Decrying the effect of absenteeism on learning Economics, one teacher had this to say during the interview:

Economics requires daily class attendance in order to connect concepts in the various topics and lessons to create deep and meaningful understanding. When a student misses a class, they are not able to make the links and connections between topics (Teacher 2).

4.0 Discussion

A number of challenges to the teaching of Economics were identified by the teachers at Old Kampala Senior Secondary school. Firstly, the study found that the teachers faced a challenge with the Economics curriculum. The teachers were of the view that the Economics curriculum is abstract and theoretical, making it difficult for them to strike a balance between theory and praxis. These findings were consistent with Ojo and Nkoyane's (2016) study, who found that the Economics curriculum was not user-friendly to the teachers in some selected Ogbomoso secondary schools in Nigeria. In addition, the macro versus micro nature of Economics, the changing nature of the subject and the requirement that students offering Economics should take mathematics posed a challenge to the Economics teachers. However, the finding that the Economics curriculum posed a challenge to the teachers should be of concern to the Ministry of Education and Sports, curriculum developers and Economics Education specialists. Teachers need to understand the Economics curriculum in order to teach effectively so as to achieve the curriculum goals.

Secondly, lack of Economics textbooks was amongst the challenges identified by the Economics teachers at Old Kampala Senior Secondary school. UNESCO (2016) argues that in addition to a well prepared and engaged teacher, the most effective way to improve learning and instruction is sufficient quantities of well-designed textbooks. Yet, the findings indicated that the teachers and the students lacked the latest Economics textbooks and students mainly relied on pamphlets. These findings were in agreement with other studies such as Chibueze (2014), Ojo and Nkoyane (2016), Nwachukwu, (2014) in Nigeria, and Khadka (2016) in Nepal, where lack of Economics textbooks was identified as a challenge in the teaching of Economics.

Thirdly, lack of adequate classrooms was another challenge identified in this study. The teachers reported that classrooms were not enough to cater for the number of students offering Economics. These findings resemble those of Chibueze (2014) in Nigeria and Khadka (2016) in Nepal, where inadequate classroom space posed a challenge in teaching Economics. Some studies have found physical facilities to influence students' academic performance. For instance, a study by Akomolafe and Adesua (2016) among secondary school students in Nigeria found a significant relationship between physical facilities and students' academic performance.

Fourthly, the findings revealed a high teacher-student ratio. The study found that there were only four Economics teachers against over three hundred students. These findings concur with Ojo and Nkoyane's (2016) study in Nigeria, which found a high teacher-student ratio in selected secondary schools in Oyo state. Studies have found overcrowded classrooms to affect teaching and learning. For instance, Khan and Iqbal (2012) study in Pakistan found that the number of students in classrooms ranged from 70 to 120. The researchers found that effective teaching was not possible and the majority of teachers faced discipline, physical, evaluation, and instructional problems. Even in Papua New Guinea, Epri (2016) found class sizes of 50 to 80 students, making it difficult for the teachers and the students to move freely in the classroom during the lesson.

Furthermore, poor academic performance among the students was another challenge identified by the teachers at Old Kampala Senior Secondary school in this study. The teachers reported that Economics was a difficult subject for most students leading to poor performance in the national examinations. One teacher attributed the poor academic performance to incompetence in the English language which made it difficult for students to interpret examination questions. Even Nyandwi's (2014) study in Tanzania found the lack of English language competence to be a factor in determining secondary school students' academic performance.

In addition, the Economics teachers at Old Kampala Senior Secondary school decried the poor reading culture on the part of the students as a challenge in teaching Economics. Studies have found that reading culture affects academic performance (e.g., Anyaeagbu *et al.* 2016; Egong, 2014; Oriogu *et al.* 2017). For instance, Anyaeagbu *et al.* (2016) study among secondary school students in Nigeria found that lack of reading skills resulted in students' poor attitude to study effectively.

Finally, students' absenteeism was reported as one of the challenges faced by the Economics teachers at Old Kampala Senior Secondary school. The problem of students' absenteeism was also reported by Chibueze's (2014) study among secondary school Economics students in Ebonyi state in Nigeria. Some studies have shown that students who regularly attend school have better academic performance than absentees (e.g., Balkis *et al.* 2016; Korir *et al.* 2014).

5.0 Conclusions

The study sought teachers' views and perceptions of the challenges of teaching Economics at Old Kampala Senior Secondary school in Uganda. The challenges identified by the teachers related to the Economics curriculum, lack of latest Economics textbooks, inadequate classrooms and large student numbers against a staff of only four teachers. Other challenges were students' absenteeism, poor academic performance and a poor reading culture on the part of the students. Based on the findings, this study makes the following recommendations: (1) There is a need for curriculum

developers to make minor revisions to the A-level Economics curriculum in lieu of the current developments in the discipline. In addition, the Ministry of Education and Sports should organize workshops, seminars, in-service training programs and skills upgrading programmes for teachers to learn about the latest developments in Economics; (2) There is need for the government to increase funding for Economics textbooks, (3) The government should earmark resources to construct more classrooms to reduce the high student-classroom ratio; (4) There is need for the Ministry of Education and Sports to recruit more teachers of Economics to mitigate against the high teacher-student ratio; (5) Teachers need to tackle the poor academic performance by employing more teacher-centered strategies of teaching and topic-based assessments; (6) There is need to encourage wider reading on the part of the students so as to instill a good reading culture (7) There is need to effectively use data to monitor, identify and support the performance and attendance of students at the greatest risk of absenteeism.

While the results of this study are of interest given the general lack of literature on the challenges faced by teachers in teaching Economics in Uganda, they are limited to one school and four Economics teachers at Old Kampala Senior Secondary school and are not representative of all schools and Economics teachers in Uganda and elsewhere. Despite the limitations, the results were interesting and indicate a number of important avenues for future research. Firstly, future studies should incorporate a larger set of schools across Uganda. Secondly, future research should incorporate a larger sample of Economics teachers to further validate the results of this study. Perhaps the most significant contribution of this study is that it presents new empirical knowledge on teachers' views of the challenges of teaching Economics in Uganda. It is hoped that the findings will stimulate new empirical research on the factors affecting the effective teaching of Economics in secondary schools, which is particularly needed in the Ugandan case. **References**

- Akomolafe, C.O. and Adesua, V.O. (2016). The impact of physical facilities on students' level of motivation and academic performance in senior secondary schools in South West Nigeria. *Journal of Education and Practice*, 7(4), 38-42.
- Anyaegbu, M.I., Aghauche, E.K. and Eucharia, N. (2016). Poor reading habit and the academic performance of junior secondary school students in Enugu south local government area of Enugu state. *Education Research Journal*, 6(8), 112-121.
- Balkis, M., Arslan, G. and Erdinc, D. (2016). The school absenteeism among high school students: Contributing factors. *Educational Sciences: Theory & Practice*, 16(6), 5-17.
- Baxter, P. and Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559. Retrieved April 16, 2018 from <https://nsuworks.nova.edu/tgr/vol13/iss4/2>

-
- Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14.
- Chetty, R., Firedman, J.N. and Rockoff, J.E. (2014). Measuring the impacts of Teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679.
- Chibueze, O. (2014). Factors affecting the effective studying of economics in secondary schools in Izzi local government area of Ebonyi state. Retrieved March 7, 2018, from http://www.academia.edu/10115175/FACTORS_AFFECTING_THE_EFFECTIVE_STUDYING_OF_ECONOMICS_IN_SECONDARY_SCHOOLS_IN_IZZI_LOCAL_GOVERNMENT_AREA_OF_EBONYI_STATE
- Creswell, J.W. (2008). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Pearson/Merrill Education.
- Egong, A.I. (2014). Reading culture and academic achievement among secondary school students. *Journal of Education and Practice*, 5(3), 132-136.
- Epri, M.L. (2016). A case study on the impact of large classes on student learning. *Contemporary PNG Studies: DWU Research Journal*, 24. Retrieved April 17, 2018 from http://www.dwu.ac.pg/en/images/Research_Journal/2016_vol_24/8_Epri_M.pdf
- Hancock, D.R. and Algozzine, B. (2006). *Doing case study research: A practical guide for beginning Researchers*. Teachers College Press, Columbia University, USA.
- Henning, E., Van Rensburg, W. and Smit, B. (2004). *Finding your way in qualitative research*. Van Schaik Publishers, Pretoria.
- Kerich, W.K. (2012). Economics Education in Kenya: A study of the teaching of Economics at secondary school level. Retrieved April 20, 2018 from <http://irlibrary.ku.ac.ke/handle/123456789/5037>
- Khan, P. and Iqbal, M. (2012). Overcrowded classrooms: A serious problem for teachers. Peshawar: Sarhad University of Science and Information Technology.
- Khadka, C.B. (2016). Effectiveness of teaching Economics in higher secondary school level, Nepal. *Economic Journal of Development Issues*, 21&22(1-2), 99-126.

-
- Korir, E. K., Charo, M. B., Ogochi, G., and Thinguri, R. (2014). Student school attendance and academic performance in Njoro District, Kenya: A relational analysis. *Research Journal's Journal of Education*, 2(5), 1–7.
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care*, 4(3), 324–327.
<http://doi.org/10.4103/22494863.161306>
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.). San Francisco, CA: Jossey-Bass.
- National Curriculum Development Centre (NCDC). (2016). *Uganda Advanced Certificate of Education Teaching Syllabi*. The Republic of Uganda, Ministry of Education and Sports.
- Nwachukwu, P.O. (2014). Quantitative teaching in Economics through effective utilization of learning resources in senior secondary schools in Shomolu Lga of Lagos State. *Developing Country Studies*, 4(14), 111-114.
- Nye, B., Konstantopoulos, S. and Hedges, L.V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237-257.
- Nyandwi, M.D. (2014). Determinants of poor academic performance of secondary school students in Sumbawanga district, Tanzania. Retrieved March 5, 2018, from <http://www.suaire.suanet.ac.tz:8080/xmlui/bitstream/handle/123456789/622/David%20Melack.pdf?sequence=1>
- Ojo, G.M. and Nkoyane, V. (2016). Factors affecting effective teaching and learning of Economics in some Ogbomosho high schools, Oyo state, Nigeria. *Journal of Education and Practice*, 7(28), 115-124.
- Oriogu, C.D., Subair, R.E., Oriogu-Ogbuiyi, D.C. and Ogbuiyi, S.U. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afi Babalola University, Ado-Ekiti, Ekiti state. *American Journal of Library and Information Science*, 1(1), 27-33.
- Robson, C. (1993). *Real World Research: A resource for social scientists and practitioners/researchers*. Blackwell, Oxford.
- Seale, C. (1999). Quality in qualitative research. *Qualitative Inquiry*, 5(4), 465-478.

Stake, R.E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

UNESCO (2016). Global Education Monitoring Report. Retrieved April 17, 2018 from <http://unesdoc.unesco.org/images/0024/002433/243321E.pdf>

Weber, RP. (1990). *Basic content analysis*. 2nd ed. Newbury Park, CA: Sage.

Yin, R.K. (2003). *Case Study Research: Design and Methods*. (3rd ed.). Thousand Oaks, CA: Sage.

Teaching and Learning Needs as Learner Support Services offered in Open, Distance and E-Learning Programme in Selected Public Universities in Kenya

Authors: Edward Mutabari Laichena¹, Henry O. Ayot² and Sophia M. Ndethiu³

¹P.O. Box 401-01020, Kenol, Makuyu, Kenya

E-mail: laichenabailacha92@gmail.com

^{2&3}Department of Educational Communication and Technology,
Kenyatta University,
P.O. Box 43844-00100, Nairobi, Kenya.

Abstract: *Open, Distance and E-Learning mode of study has been adopted by various institutions of higher learning. This has been realized through the provision of adequate learner support. As such, the objective of the study was to assess teaching and learning services that are offered in Open, Distance and E-Learning programme in selected public universities in Kenya. The research used a descriptive survey design as the study relied on attitudes, opinions and the state of the services in the universities under the study. Purposive sampling was used to select three public universities and three study regions where each of the three universities had a study centre. A sample of 327 subjects was used in the study as identified using Morgan and Krejcie (1970) statistical table. Stratified sampling technique, random sampling and purposive sampling technique were used to get a representation of study respondents. Interview schedules for the directors and questionnaires for coordinators and students were constructed to help in data collection. Questionnaires from the students and the coordinators were sorted and the directors' interview schedule was transcribed as per the objective. They were keyed in using likert scale ranging from one to five using Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics in form of frequency distribution tables and graphs were used to ease understanding of results. The study established that students rated majority of teaching and learning services offered as poor. The study recommends that institutions offering the programme should constantly evaluate the value of teaching and learning services offered by seeking the students' opinion so as to ensure that services offered are beneficial to majority of students.*

Keywords: *Adequate learner support, Distance education, E-learning, Learner Support Services, Open learning, Distance learning, Distance learning students' needs*

1.0 INTRODUCTION

Distance education in Kenya dates back to 1953. This is when the first Department of Extra Mural Studies was founded in Makerere with a resident tutor for Kenya. However, the need for degree courses by distance teaching had been expressed earlier. In 1966, an Act of Parliament established the Board of Adult Education (Juma, 2006). The Institute of Adult Studies was established in 1973 and moved to Kikuyu. In mid-1980s, Bachelor of Education programme was started at the University of Nairobi (Republic of Kenya, 1998) with support from the British Council. The Kenyan government agreed that External Degree Programme be started at the University of Nairobi in 1983. Later, Kenyatta University College was started to provide learning opportunities to those aspiring Kenyans who could not secure university admission (Juma, 2006). That also enabled maximization of the limited educational resources and made university education available beyond the lecture halls (Jowi, 2003). As such, there was need to establish an open university to increase and develop human resource at all levels.

Other factors have led to increase in demand for university education. These include; the policy to offer free primary education and a waiver of tuition fees in day secondary schools. Also, supplementing fees for boarding secondary schools has contributed to the increasing demand.

Consequently, the universities are marred with overstretched facilities and overcrowding. Further, many people who are already working are engaging in continued education making an open university an appealing option. Therefore, Open, Distance and E-Learning mode of education has been explored to increase access to higher education. As such, institutions must provide learner support services depending on the learners' needs since learners exposed to educational opportunities without proper learner support may not complete their courses despite enrollment (De Salvo, 2002).

Literature on Open, Distance and E-Learning show that this mode of learning can only succeed if learners are offered adequate learner support services (Harry, 1993). This is an indicator that learner support services are paramount. As such, learner support services offered ought to be accessible and available, easy to use, adequate, beneficial and convenient to the distance learner (Allen & Seaman, 2008). However, studies done in Kenya were mostly concerned with infrastructural development at the expense of learner support services. Chacha (2004) noted that though learner support services are important to open, distance and e-learners, the national and institutional decision-makers had ignored them. Juma (2006) also noted that most studies were concerned with the challenges of distance learning to the decision-makers and not the learners. Moreover, Anyona (2009)

clearly analyzed the efforts made by providers of open and distance learning in Kenya and the challenges they experienced in Kenya 's public universities. This indicates that learner support services which are referred to as the backbone of Open, Distance and E-Learning mode of study have not been emphasized in Kenya. This forms the basis of this study. Thus, the study intended to assess teaching and learning needs as learner support service offered in open, distance and e-learning programmes in selected public universities in Kenya.

2.0 METHODOLOGY

In this study, descriptive survey design was used as the study was concerned with the attitudes and opinions of learners on services offered to them by their various universities. It is also very relevant and appropriate when dealing with educational and social issues (Kombo & Tromp, 2006). The targeted 2018 fourth year university students, 29 regional coordinators and 3 directors in the three selected public universities with major components of open, distance and eLearning programme namely, Egerton University, Kenyatta University and the University of Nairobi which are institutions that had offered the programme for almost two decades. A sample of 327 subjects was used in the study based on the Morgan & Krejcie (1970) sample size computation model.

Purposive sampling procedure was done to select three public universities that took part in the study and the three regions in which all the selected universities had study centers: Mombasa, Nakuru and Kisumu. Further, purposive sampling, stratified sampling and simple random sampling were used to arrive at the study respondents. A structured questionnaire was used to collect data from the students and coordinators and an open-ended interview schedule for the directors. Questionnaires are appropriate in descriptive survey where the number of respondents is high (Orodho, 2004) and very useful when collecting data from a large sample, (Wiseman, 1999). An interview schedule was used to gather information from the directors to the institutions as they are appropriate when dealing with few respondents. The interview schedule was transcribed and keyed in using the same Likert scale. Thus, data analysis was done by the help of Statistical Package for Social Sciences (SPSS) version 22. Data was presented using frequencies and percentages and summarized into tables. The researcher also adhered to legal and ethical issues in research throughout the study.

3.0 RESULTS

3.1 Demographic Data

The study sought to establish the demographic data of the respondents. Nearly more than half (58%) of the study respondents were female. Another 42% of them were male. This shows a good representation of the study respondents by gender. Out of 327 study sample, 253 of them responded to the study. This translated to a study response rate of 77.4%.

3.2 Teaching and Learning Needs

The study established the teaching and learning needs from students and administrative representative’s perspectives.

3.2.1 Teaching and learning needs as per the students

The study was to ascertain the status of teaching and learning needs as learner support service offered in open, distance and e-learning programmes in selected public universities in Kenya. The students were asked to rate the services such as face to face interaction, availability of eLearning materials, printed materials, online library, pre-course study skills and the examination administration procedures. Their responses are as indicated in Figure 1.

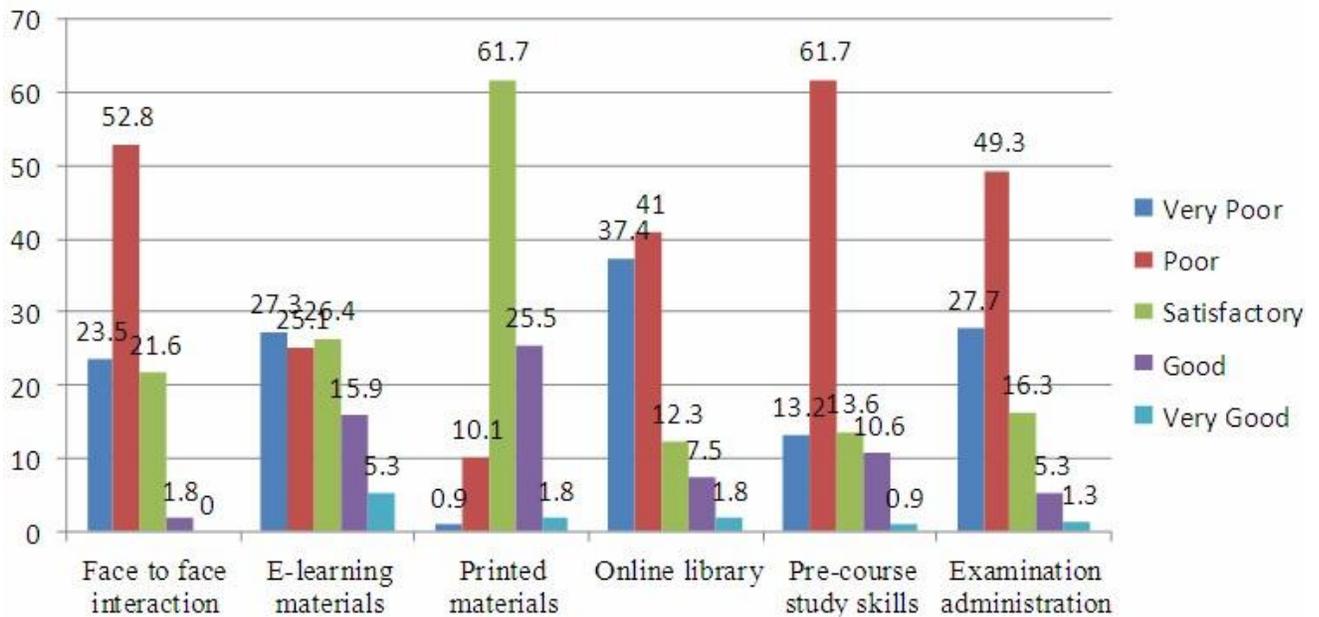


Figure 1. Teaching and learning needs as per the students

Face to face interaction

As shown in Figure 1, students indicated that face to face interaction was poor across the three institutions under study. Twenty-four percent (23.5%) of the students indicated that the service was very poor and 52.8% noted that it was poor while 21.6% rated face to face interaction as satisfactory and 1.8% felt that the service was good. Therefore 76.3% of the respondents felt that the service was either poor or very poor as 23.4% felt that the service was either satisfactory or good.

Availability of e-learning materials

Availability of e-learning materials service was rated very poor (27.3%) and poor (25.1%). However, 26.4% noted the service was satisfactory with another 15.9% of them indicating that

the service was good. Further, 5.3% were of the opinion that the service was very good. Therefore, majority of the students (52.4%) felt that the service was either poor or very poor.

Printed materials (modules)

Students across the three universities were of the opinion that printed materials (modules) were quite satisfactory. It was established that 0.9% of the students indicated that printed materials were very poor and 10.1% felt that it was poor. However, 61.7% noted that the service was satisfactory. Further, 25.5% felt that the service was good as 1.8% noted that printed materials were very good. Therefore 89% of the students noted that the service was satisfactory, good or very good.

Online library

Online library as a learner support service was also rated poorly across the three universities as 37.4% and 41% of the students rated the service as very poor and poor respectively while 12.3% noted that the service was satisfactory. Further, 7.5% and 1.8% noted that the service was good and very good. This means that 77.4% of the students felt that the service was not satisfactory.

Pre-course study skills

Further, pre-course study skills were also rated as poor across the universities under the study. A small proportion (13.2%) of the students rated the service as very poor and 61.7% of them indicated it was poor. On the other hand, 13.6% of them pointed out that the service was satisfactory while 10.6% felt that the service was good. Only, 0.9% of the students indicated that pre-course study skills were very good. Cumulatively, 74.9% were not satisfied with pre-course study skills offered to them.

The students further noted that the examination administration procedure was very poor (27.7%) and nearly a half (49.3%) of them felt it was poor. However, 16.3% noted that the procedure was satisfactory while 5.3% and 1.3% indicated that the service was good and very good respectively. Thus the satisfaction level of 22.9% of the students is low compared to 77.1% who were not satisfied.

3.2.2 Teaching and learning needs as per the administrators

The administrators that included coordinators of regional centers and directors were also expected to give ratings on the services they offer to their Open, Distance and E-Learning Students. Their responses were represented as shown in Figure 2.

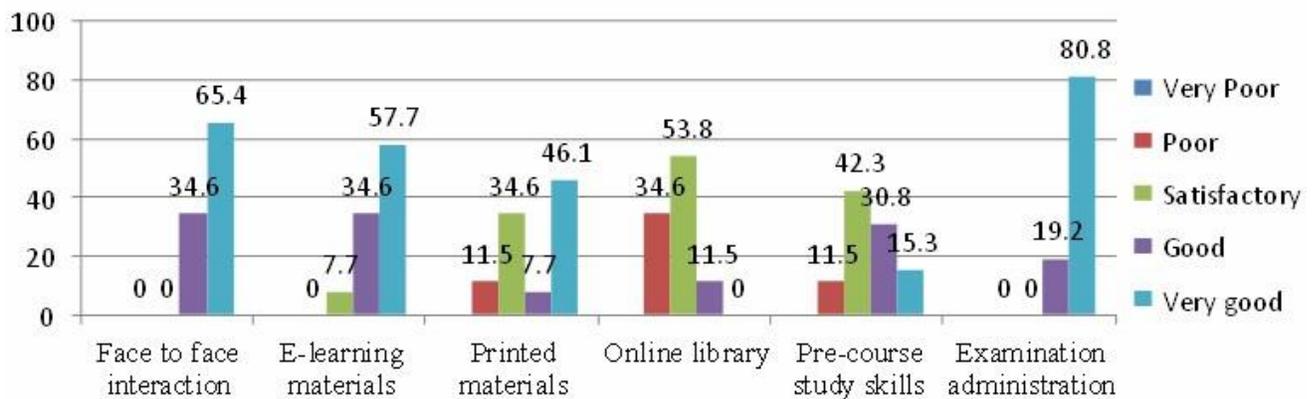


Figure 2: Teaching and learning needs as per the administrators

As shown in Figure 2, nearly two thirds (65.4%) of the administrators indicated that face to face interaction was very good while 34.6% of them indicated it is good. Further, availability of eLearning materials was also rated highly whereby 7.7% noted that the service was satisfactory and 34.6% and 57.7% of them felt that it was good and very good respectively. Additionally, examination administration procedures were noted to be good or very good at 19.2% and 80.8% respectively. Therefore, in the three services offered, there was no single administrator who felt that the service was poor.

Nevertheless, 11.5% of the administrators indicated that printed modules were poor as 34.6% noted that it was satisfactory while 7.7% and 46.1% felt that it was good and very good respectively. Further, online library service was noted as poor by 34.6% while 53.8% indicated it was satisfactory. Another 11.5% of them indicated that online library service was good. Further still, pre-course study skills were rated poor as pointed out by 11.5% of the respondents and 42.3% of them felt it was satisfactory. Another 30.8% of them indicated it was good and 15.3% felt it was very good.

4.0 DISCUSSION

Teaching and learning services in Open, Distance and E-Learning programmes are very important to the students. Poor face to face interaction scenario was also witnessed in a study conducted in Zimbabwe Open University (ZOU) that indicated that 75% of the students felt that face to face interaction was inadequate (Wilson, 1993). However, the institution embarked on improving its face to face interaction service and by 2012. In another study conducted by Chadamoyo and Ngwarai (2012), students at Zimbabwe Open University were satisfied with the face to face interactions; universities under study ought to borrow a leaf from ZOU.

Availability of e-learning materials as a learner support service is important bearing in mind that in established institutions such as KNOU, only 65% of distance learners indicated that e-learning materials offered were very good while 31.5% noted that they were somewhat good with only 3.5% of the students noting that the materials were either bad or very bad (Reddy & Manjulika, 2000). This is in contrast to the Kenya's situation and therefore institutions ought to make elearning materials available to its students.

From the study, students rated the printed materials (modules) as generally good. This is an indicator that the service offered was quite helpful to the students. This agrees with SAIDE (1999) that there was a high positive correlation in satisfaction of distance learners who used modules bearing in mind that printed materials or modules are simplified and interactive and therefore in the absence of the tutor, they play an important role in a student's academic progress.

Online library service was rated poorly across the three universities under the study. This has been attested to by a study by Anyona (2009) that Kenyatta University and the University of Nairobi had acute shortage of recent journals and publications in their libraries. Further Mahai (2005) noted that in the Open University of Tanzania students were dissatisfied with online library services. It should be noted that online libraries ought to provide online learning resources and services to Open, Distance and E-Learning

students just like those students who are on campus (Bagwandeen, 1999) to assist them to go through the programme.

Accordingly, studies have shown that pre-course study skills are necessary since learners do not have all the skills necessary to exploit the resources available. It is no wonder that Reddy & Manjulika (2000) noted that students hardly follow instructions whereby, 78% watched television programmes before going through the programmes materials. This could be through the assumption that learners were already aware of what distance learning is all about but this may not necessarily be true.

Further, examination administration procedure was rated poorly possibly as a result of planning where students may not have been informed on the dates or venues of examinations well in advance or even the changes in the scheduled examination timetable. Possibly, institutions under the study need to borrow from UNISA which has been noted to be very efficient in the administration of examinations. Zimbabwe Open University has followed suit by having examination timetables which are prepared well in advance and are accessible to the students SMS broadcast systems and voice telephone calls (Chadamoyo & Dumbu, 2012).

5.0 CONCLUSIONS

Most of teaching and learning services offered to Open, Distance and E-Learning learners were not good enough to support the students as such there is need to improve teaching and learning services to students under Open, Distance and E-Learning programme to make them better. Therefore, directors in collaboration with coordinators of various institutions offering Open,

Distance and E-learning programmes should constantly evaluate the value of teaching and learning services offered by seeking the students' opinion so as to ensure that services offered are beneficial to majority of students. Further, institutions should strive to offer few but essential learner support services that are of high quality and satisfactory to their students instead of many services that do not meet the students' expectations.

Since the study aimed at assessing teaching and learning services offered to Open, Distance and E-Learning students in public Universities, a similar study should be conducted in the private universities as they were not involved in this study.

REFERENCES

- Allen, I. E. & Seaman, J. (2008). *Staying the Course: Online Education in the United States*, 2008. Needham MA: Sloan Consortium.
- Anyona, J.K. (2009). *The status and challenges of open and distance learning in Kenya's public Universities: A thesis submitted in fulfilment of requirements for the degree of Doctoral of Philosophy in Education of Kenyatta University* (Unpublished thesis, Kenyatta University).
- Bagwandeen, D. R. (1999). *Assuring quality through study materials in distance education in South Africa*. A paper presented at the 1st National NADEOSA Conference, 11-13 August 1999.
- Chacha, C. (2004). *Reforming Higher Education in Kenya: Challenges, Lessons and Opportunities*. A paper presented at the State University of New York Workshop with Parliamentary Committee on Education, Science and Technology, Naivasha Kenya, August, 2004.
- Chadamoyo, P. & Dumbu, E. (2012). Developing a framework for benchmarking quality attributes for learner support services in Open and Distance Learning: Students' perceptions at the Zimbabwe Open University. *International Journal of Research in management*, 6(2), 2249-5908.
- Chadamoyo, P. & Ngwarai, R. (2012). M-Learning in the face of unstable information technological support: Assessing the viability and effectiveness of m-learning in distance education. *International Journal of Social Sciences and Education*, 3(1), 2223-4934.
- Cohen, L. & Manion, L. (1997). *Research methods in education (4th Edition)*. London: Croom Helm Limited.
- De Salvo, A. (2002). *The rise and fall of the university correspondence college, pioneer of distance learning*. Cambridge: National Extension College.
- Harry, K. (1993). *Distance Education: New Perspectives*. New York: Routledge.
- Jowi, J. (2003). *Governing higher education in the stakeholder society: Rethinking the role of the state in Kenya's higher education*. A paper presented at the CHEPS Summer School, June 29 – July 4 2003, University of Maribor, Slovenia.

- Juma, N. (2006). *The establishment of a higher education open and distance learning knowledge base for decision makers in Kenya: A Paper Presented to UNESCO in Nairobi, Kenya, August 2006.*
- Kombo, D. & Tromp, D. (2006). *Proposal and thesis writing; An introduction.* Nairobi: Pauline Publication.
- Mahai, L. (2005). *Provision of institutional support services to students. A case study of Mwanza and Kagera Regional centres of the Open University of Tanzania* (Unpublished M. A dissertation of the University of Dar es Salaam).
- Morgan, D.W. & Krejcie, R.V. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Orodho, A. (2004). *Elements of education and social science research methods.* Nairobi: Masola Publishers: Oxford Press.
- Reddy, V.V. & Manjulika, S. (Eds). (2000). *Towards virtualization, open and distance learning.* New Delhi: Kogan Page.
- Republic of Kenya. (1998). *Presidential working party on education and manpower training for the next decade and beyond.* Nairobi: Government Printer.
- SAIDE. (1999). *Learner support in distance learning: A South African program perspective.* Johannesburg: SAIDE.
- Wilson, C. D. (1993). *Study Centres: Key to success of field dependent learners in Africa.* Distance Education for the Twenty-first Century, Selected Papers from the 16th World Conference of the International Council for Distance Education.