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Edited By  
Anthony MW | Karen Afandi

## EDITORIAL NOTE

The African Research Journal of Education and Social Sciences (ARJESS) is delighted to present Volume 6, Issue 1 (2019). The journal appreciates the continued support of its readers, authors, reviewers, and partners, which has contributed significantly to its growth and development. For those accessing ARJESS for the first time, we warmly welcome you to our scholarly community. ARJESS is a peer-reviewed online quarterly journal dedicated to publishing scientific research that contributes to theory development, policy formulation, and practical action in the fields of education and the social sciences.

The journal has taken a dive into the river of creativity by encouraging authors from all spheres regionally to submit their manuscripts for publication consideration. Quality is assured through the journal's peer-review which is fast, rigorous and takes a couple of weeks as authors are carried along adequately in all the publication processes. Steps are taken to guarantee that submissions are well researched, informed and demonstrate familiarity with the relevant literature and key concepts informing the studies. Our readers can also confirm that our published articles have not been published previously in any other journal, magazine or publicly available media like a website.

We thank all authors, reviewers and editorial staff for their contribution to this issue. They have ensured that the journal properly blends the combined perspective of an author. In this issue, ARJESS injects varying concepts from the field of education and social sciences. Our thanks, as always, for the generous contribution of all involved as authors and contributors in this issue. In this issue, the reader is informed from various studies through a networked knowledge based on personal and observant perspectives. Most importantly, the published articles provide recommendations that not only reaffirm what we already know, but open doors to ideas that we are yet to encounter. Whatever is happening in your life right now, the blessing is the gentle nudge for you to go ahead and enrich your knowledge to create the life you desire.

**Antonio, MW**

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## TABLE OF CONTENTS

Challenges Contributing to Non-Teaching of Music in Primary Schools .....	1
Challenges Emanating from Teaching of the Music Subject by Non-Specialized Teachers .....	4
Lack of Physical Resources Such as Music Rooms and Space for Teaching Music.....	5
An Analysis of Characteristics and Students’ Understanding of Integrated Skills Approach.....	12
Factors Associated with Pornographic Materials Use among Students.....	23
Mobile Learning Technology for National Development .....	36
A Review of the Roles of Dissertation Supervisors as Mentors .....	47
Assessment of Teacher Awareness of Gifted Children and Resource Availability.....	56
Influence of Organizational Culture on the Implementation of Enterprise Resource Planning ...	68
Issues and Challenges of Democracy, Development and Security in Nigeria’s Context .....	80
Prevalence and Severity of PTSD among Children in Children’s Homes in Nyeri County Kenya.....	92
Opportunities for Faith Based Organizations in Substance Use Prevention.....	103

# Challenges Contributing to Non-Teaching of Music in Primary Schools: A Case of Three Selected Schools in Masvingo, Zimbabwe

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## Abstract

*This study explores challenges that contribute to the non-teaching of music in three selected primary schools of Masvingo Province in Zimbabwe. The article specifically aims to establish why despite being a compulsory subject for primary schools music is not taught in the three selected schools, to possibly stimulate interest in the teaching and learning of music at primary school level and to motivate further research into the topic of non-teaching of music in primary schools. The study employed a phenomenological research design. The sample size comprised of seven teachers who were purposively sampled and interviewed. Observation and interview guides were administered to school leadership and teachers to collect data. Thick descriptions were used to analyse data in the final document compilation. Findings of the research indicated that, challenges that perpetrate the non-teaching of music are multiple and somehow common in the three schools under study. Curriculum related issues, the taking of music subject by non-specialized teachers, absence of music textbooks, lack of physical resources such as space for teaching of music, lack of support, teachers' overload with work, music as an unexamined subject, and lack of priority for music are some of the challenges contributing to the non-teaching of music in primary schools. Recommendations made are the employing of an educative programme for staff in counteraction to the lack of music knowledge, training of more teachers in the Visual and Performing Arts, availing of support and resources such as textbooks, music rooms and auditoriums for the teaching of music in schools.*

**Keywords:** *Music non-teaching experiences, music specialists, curriculum, visual and performing arts, music education*

## INTRODUCTION

Music is a vital aspect of life at every level of human existence, from infancy to maturity as an adult. It is so important because of its intrinsic value and benefits to other aspects of human competence (Peery, 1987). As observed by Okongo (2009), music plays an essential role in child

development. Depriving children of music is somehow a deficiency of the necessary child development processes, therefore, child development experts and educators find meaning in children's music training.

The teaching and learning of music received special attention in many countries worldwide. Several nations made observable efforts to ensure that primary school children access high quality music education. Some European countries have prioritized the teaching of music in different ways, one of which is the adoption of a policy that gives special prominence to music. The formulation and implementation of music laws in these European countries was directed towards giving music a valid position in the curriculum. For example, in Austria and Belgium music laws were made to control and provide quality music education in music schools. In Austria, a country that is segmented into federal states, each state has its own music school law. These laws state that a large number of people, especially young children need to study at a music school. In Belgium, the French speaking part possesses a music school law maintaining that every person is allowed to learn music and children up to 12 do not pay for it (Erasmus Thematic Network for Music, 2007). In some countries like Estonia that do not have music laws, a union of music schools ensures quality music education. In the Zimbabwean scenario under focus in this research paper, it is important to find out how the country has considered music as a subject in the curriculum.

In African nations the teaching of music in schools has been an issue of major concern. As exemplified by Kenya, according to Wanyama,

...the 1984 education system paid much attention to music education in the 8 years of primary, 4 years secondary and 4 years university education.

The Kenyan education system endorsed a distinctive primary school curriculum that made music a compulsory and examinable subject. Although in the year 2000, this condition was reversed, commendable attention had been rendered to music education in the curriculum (2006: 1). South African schools consider music as a compulsory subject and children learn music from their pre-school year (5 to 6 year old) through to their grade 9, (Jansen van Vuuren, 2012). Music is taught in the form of drama, dance, music and visual art aspects which are always taught in integration and never in isolation. The Zimbabwean primary school set up under discussion in this paper endeavors to explain causes of the non-teaching of music which has been rather prioritized by such neighboring countries as South Africa. Prior to the discussion of results, it is of worth to briefly view the Zimbabwean school setting.

The Zimbabwean schooling years embrace a total of fifteen years, the first nine of which are primary school years. The first four years are for infancy education ranging from Early Childhood (two years prior to grade 1). The last five years (grades 3 to 7) constitute junior primary schooling. Music Education has always been part of the education curriculum in Zimbabwe after her independence in 1980 and with greater emphasis as from 2004. Primary school children in Zimbabwe take music as a compulsory subject as of 2004 (Zindi 2014). From 2004, there were further developments in the teaching of music in primary schools of Zimbabwe

which might have led to the teaching and non-teaching of music. Some of these developments are illuminated in this paper.

In 2015 a new Curriculum that determines the teaching and learning of music in primary schools was set in place under the leadership of Dr. Lazarus Dokora, the then Minister of Ministry of Primary and Secondary Education. In the new curriculum music is compulsory, presented as Visual and Performing arts and is supposed to be learnt through all the nine years of primary school. By the time this research was conducted, music was not yet examinable in the local exams and the grade 7 examinations. Music exists in both the curriculum and extra curricula aspects of Zimbabwean primary schools. Choral competitions, traditional dance competitions, ensemble competitions expose students to music activities. There are the SASSAF, CASSAF, DASSAF, PASSAF and NASSAF competitions for choral music and ensembles. The five abbreviated competitions are Schools' Annual Sport, Science and Arts Festivals, Cluster Annual Sport, Science and Arts Festivals, District Sport, Science and Arts Festivals, Provincial Sport, Science and Arts Festivals and National Sport, Science and Arts Festivals.

The Zimbabwean ministry of Education obligates music as a compulsory subject in primary schools. A lacuna however exists as to how music still remains a subject that is not or rarely taught in some primary schools of Masvingo province. It has become of interest to us (the two researchers) as to how teachers' experiences in primary schools drive them into non-teaching of music. Therefore, this study sought to explore the challenges contributing to the non-teaching of music in three selected primary schools in Masvingo, Zimbabwe.

## METHODOLOGY

This study adopted a phenomenological research design. This design involves study of phenomena in natural settings and attempts to make sense of the meanings that people attach to the phenomena (Yilmaz, 2013; Lincoln, 2000). The design was found appropriate to illuminate the challenges attributed to non-teaching of music in three selected schools in Masvingo province of Zimbabwe.

The study was conducted in Masvingo province of Zimbabwe. Masvingo is a Zimbabwean province and its town lies along the Harare-Johannesburg route. Only three schools were chosen from this province in this study. One of the schools is rural and two are in the periphery of Masvingo urban.

The target population comprised of teachers drawn from primary schools in Masvingo Province. Three primary schools were selected for this study. Seven teachers including one school head were purposively selected, interviewed and audio recorded. Through snowballing, other teachers were identified and interviewed to express issues about music education in Zimbabwean primary schools.

With regards to data collection, observations were made from a 2017-2018 primary school teachers' workshop on music as Visual and Performing arts. Face to face interviews were also

conducted, each stretching for 30-45 minutes and captured with a digital audio recorder for accuracy. The aim was to prompt the challenges that contributed to non-teaching of music in primary schools. This information was useful in supporting the data from an initial group discussion scenario where some teachers discussing non-teaching of music at their schools were also interviewed. In some two cases, telephone interviews were conducted with teachers who could not avail themselves in person.

The information recorded on digital recorders was analysed using thematic analysis to find out challenges that contributed to non-teaching of music in primary schools. Thick descriptions were used to transcribe the final document. As explained by Holloway (1997), thick descriptions were suitable as they give a detailed account of field experiences in which unambiguous the patterns of social interactions can be drawn before placing them in perspective.

Permission was sought to interview participants of this study who were the school heads and teachers. Moreover, informants were assured of confidentiality where they deemed it necessary. Participants also requested anonymity of both themselves and their schools. The information collected from interviews was reviewed by the interviewees to confirm correctness, and finally, permission to publish it was granted. Additionally, participants were informed of their unforced participation and freedom to withdraw from the research when they felt they could not continue. As recommended by Tuckman and Harper (2014), participation is voluntary, may be discontinued at any moment and without participant penalization.

## **RESULTS**

### **Curriculum Connected Challenges**

According to one teacher, (participant 2)

We are not clear with the term Visual and Performing Arts (VPA) and hence fail to interpret the requirements of music as part of VPA.

In connection with curriculum related challenges, participant 6 echoed,

The consideration of music as both a curriculum and extra-curriculum subject leads to non-teaching. It is repetitive to teach music in both aspects, it should be learnt in extra curricula activities only.

### **Challenges Emanating from Teaching of the Music Subject by Non-Specialized Teachers**

The engagement of non-specialized teachers to impart musical knowledge and skills is also a factor contributing towards non-teaching of music. As stated by participant 5,

It has been rare to get teachers who are specialists in music especially the current area of Visual and Performing Arts. Most of the primary school teachers that have

been trained are non-specialists in the Visual and performing Arts thereby dominating the primary schools. Currently, in the three schools under study, there is no music specialist, one of the schools resorted to hiring a music specialist from another school and he only taught music once in a week.

### **Absence of Music Textbooks**

As referred to by participant 6,

Kushayikwa kwemabhuku emusic kunoita kuti tisaidzidzise. Hatina kana one bhuku remwana kana romudzidzisi tinodzisa sei?

Literally this statement means,

Absence of music textbooks makes us avoid teaching the subject. There is not even a single textbook for the teacher or for the student...

### **Lack of Physical Resources Such as Music Rooms and Space for Teaching Music**

Participant 1, a teacher at one of the schools had this to say,

Kushaikwa kwenzvimbo inokodzera yakatambanuka iri kure nedzimwe kirasi youkudzidzira nokudzidzira injodzi huru

translated in English this implies,

Lack of suitable music rooms withdrawn from the rest of the classrooms as well as spacious venues for teaching and learning of music is a big disaster.

### **Lack of Support**

We music teachers have no one to support us in this task, no support in professional terms and financial support boomed.

participant 7, who was the hired music specialist.

### **Teachers' Overload with Work**

Teachers delivering music in primary schools are overloaded with work and in the execution of their tasks end up avoiding teaching music,

was declared by participant 3 in English.

### **Challenges Centered on Music as an Unexamined Subject at Grade 7**

A primary school teacher (participant 3) alluded,

Handitiche music, handitiche kana zvangu... Music haina basa dai iine basa yainyorwa pamaexams egrade 7.

Directly translated, these words mean:

I don't teach music. No. Not at all. Music is a useless subject, if it were useful, then it would be examinable at grade 7.

Participant 4 articulated the same point saying:

If our ministry had made music an examined subject as in secondary school level, then the issue of non-teaching could come to an end. Our Ordinary Level students wrote music as one of the practical exams and now the O' Level teachers take it seriously, they teach a once ignored subject...

### **Lack of Priority for Music**

Music is not important in the primary school curriculum, being unexamined, it does not yield results in examinations. It is better for us to teach the important subjects such as Mathematics, English, Environmental Science, Social Studies and Religion. We give music little or no time.

as perceived by participant 7.

### **Lack of Teacher Training**

As emphasized by one of the interviewed teachers (participant 3),

Muziki yacho hatina kuidzidza, hatiizive saka zvinobhowa kudzidzisa chausina kudzidza nezvacho

meaning

We have not been trained in music, we are uninformed about it, so it is boring to teach something you have not learnt about.

### **Lack of Knowledge**

Along this vein, one teacher, (participant 5) revealed the following in an interview:

We are not conversant with music and none of us knows about it. It's now a foreign subject, worsened by the name, 'Visual performing arts', a term that is unfamiliar to us and whose meaning is so hidden that there is not even a single word that we know about.

### **Lack of Time to Teach Music**

As connoted in participant 1's words,

Nguva yedu yagara haikwane kudzidzisa zvidzidzo zvose zvepazuva kusanganisira iyo music yacho

meaning

There is always insufficient time to cater for allotted subjects in the teaching day.

Participant 4 also elucidated on the insufficiency of time,

There are ten subjects in the curriculum; each allocated 30 minutes on the timetable. With so many subjects, music runs the probability of being left untaught in a day whilst other subjects are given prominence.

### **DISCUSSION**

Quite a number of challenges backed the non-teaching of music in Masvingo's three primary schools of this research. The study firstly found that teachers faced challenges with the new curriculum that includes music as Visual and Performing Arts under its respective branches. The Ministry of Primary and Secondary Education provided the area of Visual and Performing Arts in the new curriculum. Music has been covered under the branch Visual and Performing Arts and its five perspectives namely; music, dance, visual arts, theater and visual displays. Teachers find the new Visual and Performing Arts curriculum as non-concrete and thus difficult to decipher and to comprehend.

Secondly there are challenges arising from the taking of music subject by non-specialized teachers. Primary school teachers in Zimbabwe are obliged to teach music, yet they have not been trained in the subject. This presents a challenge as teachers are not confident enough to teach a subject when they have general knowledge on the subject. This was also revealed in a study by Welch and Henley (2014) when music in England was taught by non-specialist teachers who also lacked confidence in the music subject.

Thirdly, absence of music textbooks is also a common challenge. Music textbooks are helpful in teaching values, cultures and educational levels Wang (2017). They also act as reference points and memory boosters for students. UNESCO (2016) contends that in tallying with a well engaged and prepared teacher, the most effective way to advance learning and instruction is

sufficient quantities of well-designed textbooks. On the contrary, the findings exhibited that teachers and their students were deficient of music textbooks and students mainly relied teachers' explanations. Findings agree with studies by Wang (2017) and Mwila (2015) in Zambian primary schools.

Fourthly, lack of physical resources such as music rooms and suitable space for teaching music was a very deep seated challenge in the study of music and arts. In resemblance, these findings auger well with studies by Russel-Bowie (2009) in the Namibian new music and arts curriculum. In some studies physical facilities have been acknowledged as influential in students' academic performance. Another study by Akomolafe and Adesua (2016) for example, comprehended a significant relationship between students' academic and performance and physical resources.

Lastly, lack of educator support in Visual and Performing arts is a matter that results in the non-teaching of music. Teachers claimed that there are lots of concepts covered under music therefore need for support from the professional community as well as financial aid. Primary school teachers hardly get necessary support hence negligence of the subject. As supported in research by Van Jansen Vauren (2012), music teachers in South Africa lacked a variety of support systems such as the school leadership, ministry of Education, fellow educationists and even parents for a successful delivery of musical skills. The situation of very little support persisted and it was only in 2012 that a slight improvement could be realized in the teaching of Arts and Culture in the Vryheid District.

Teachers' overload with work leads to non-teaching of music. Kornhaber and Krechevsky (2002) in their studies ricochet that the primary school curriculum in most schools is crowded therefore learners' priority for the arts is low. Furthermore, the arts are usually the first set of subjects to be left off the timetable.

Additionally, the issue of music as an unexamined subject at grade 7 perpetrates non-teaching. Teachers believe that other subjects such as Mathematics, languages and content subjects that are examined at grade 7 are more important than music. In a desire to make their pupils excel in the exams, they have a mere disregard of music, giving much attention to all examinable subjects and end up avoiding teaching music. Ganyata observed that non-teaching of music is common experience; music is not examined and given non-prominence resulting mostly in only occasional, or non-teaching. For Ganyata, non-teaching of music is recurrent in Southern African countries including Zimbabwe and Botswana, Music is not examinable in Zimbabwe, while in Botswana it is marginalized since there is a lack of understanding of its importance (Ganyata, 2015).

The challenge of prioritization for music has been emphasized in research by Lean (1997). Teachers allot some importance to the subjects they teach and music is allotted very little importance. In primary schools, teachers have nine subjects to teach in the day, and also other tasks such as guiding students in sporting activities, mentoring and preparation of records. The priority can be allocated to any other subject and activity outside music.

From observations in this research, lack of teacher training is an issue and there is a lack of quality training for the music subject in Visual and Performing Arts resulting in non-teaching. Teachers taking students through music are not equipped and educated enough to impart skills in that area. In a study by Sianagowa (2013) there is reference to the challenge of insufficient teacher training, claiming that globally, there is need for teachers with specific training that meets the unique challenges of teaching music.

Lack of knowledge about music as a subject is also another challenge that holds back and perpetrates the non-teaching of music in the three primary schools. It has been discovered by some scholars that teachers feel confident and knowledgeable about other subject but not music. As exemplified in the studies by (Welch and Henley, 2014; Holden and Button, 2006), in support of this research's findings, teachers feel uncertain about music knowledge, matter and content thereby lacking motivation and confidence to teach the subject.

Teachers also claim that there is not enough time in the teaching day thus driving teachers into non-teaching of music. Institutes that exercise effective time management skills are usually high goal achievers as Adejo (2012) maintains and such effective time management is necessary for schools in achieving curriculum goals and objectives. However, schools under study lack time end up neglecting arts subjects such as music. Lack of time and insufficiency of time in the teaching day has been an issue under scholarly lens of Roulston (1997). Russell-Bowie (2009) also viewed Namibian schools as sufferers of this challenge.

## CONCLUSION

The study sought to establish the challenges contributing to non-teaching of music in primary schools of Masvingo, Zimbabwe. The challenges acknowledged are mainly related to the curriculum, absence of music textbooks, lack of music classrooms and venues for teaching and lack of priority for music.

Based on the findings of this research, the following are the recommendations put forward. There is need for curriculum developers to assist in making revisions and interpretations of the curriculum for training of the trainee teacher and in-service training for the qualified teacher so as to equip them with the concepts in music and Visual and Performing arts. The schools that do not have music specialists could possibly seek assistance from professionals in the area of Visual and Performing Arts.

Additionally, the Ministry of Primary and Secondary Education could possibly organize in service training and skills upgrading short courses to unpack and make the curriculum really practical to teachers. Also, if music is to be taken seriously, it could possibly be made examinable at all grades especially Grade 7 level.

Furthermore, the school heads should supply resources such as textbooks, music houses and musical instruments for practical aspects of the subject. Teachers should prioritize music through valid time management for all timetabled subjects. Whilst the results of this study supplement

literature on the challenges contributing towards the non-teaching of music in Zimbabwe, they are limited to three schools and seven music teachers in Masvingo and are not representative of all Zimbabwean schools and elsewhere. In spite of these and other possible confines, the results were thought-provoking and indicate some important possibilities for future research. Future studies should include a larger number of schools throughout Zimbabwe, a larger sample of teachers to further authenticate the results of the study. The most significant contribution of this study is perhaps that it divulges pragmatic knowledge on challenges leading into the non-teaching of music in Zimbabwe. It is hoped that the findings will motivate new research on the possible solution to the non-teaching of music in Zimbabwean primary schools.

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## **An Analysis of Characteristics and Students' Understanding of Integrated Skills Approach in Teaching English Language in Selected Secondary Schools in Nairobi County**

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### **Abstract**

*The field of integrated skills teaching in English has continued to attract attention among scholars. While a number of studies have looked into the field, it appears little attention has been accorded to the characteristics and students' understanding of the approach. The main purpose of this study was to analyze the characteristics and students' understanding of integrated skills approach in teaching English language in selected secondary schools in Nairobi County. The target population was teachers of English, form four students and the heads of English Department in Nairobi County from both private and public schools. The researcher employed a cross-sectional survey research design that was conducted in 6 selected secondary schools in Nairobi County. The sample of this study included 120 form four students and 18 teachers of English with over three years of teaching experience. The main tools for data collection were questionnaires for students and teachers and semi structured interview guide for the English heads of department. Quantitative data was analyzed and presented in percentages, frequencies and pie charts. Qualitative data was analyzed and discussed guided by the research questions and reported in a narrative form. The findings of this study indicated that most of the English lessons were teacher centered and not Student centered. Further, they show that it was not possible to integrate receptive language skills (RS) and productive language skills (PS) in a 40-minute lesson mainly due to large class sizes and limited time. The findings also show that teachers of English used very few activities in their teaching while lecture method was the most commonly used in teaching. The study concluded that teachers of English don't integrate the four language skills when teaching. Forty minutes lessons and large class size don't allow integration in the development of language skills. Moreover, teachers of English concentrate more on teaching the students to pass examinations. Emanating from the findings and*

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*conclusions the following recommendations were made: teachers should use different methods that allow them to incorporate receptive and productive skills to enhance a student's communicative competence. Teachers should also choose tasks and activities that will allow them to use the skills in an integrated manner and avoid teaching the skills in isolation. Lastly the ministry of education should come up with in service courses to help teachers gain skills to help teach skills in an integrated manner.*

**Keywords:** *Communicative competence, integrated skills approach, language skills, Receptive Skills, Productive Skills*

## INTRODUCTION

In Kenya, English is taught and used as a second language. This elevates English to a higher status than other local languages since it is a national and also an official language at the same time. English is used in government and public sector, it is taught as a compulsory subject in the education sector where it is used as a language of instruction from primary schools, secondary schools, colleges and universities (Ongondo, 2009). English holds a prestigious position in Kenya and in the whole world with so many people learning it as a second or a foreign language and used as a language of media, travel and tourism, commerce, medicine, science and innovation, technology, language of internet, legal language among others.

Despite the roles that English is playing as an international language across the world and as a second language in Kenya, most of the students who complete schools are not able to communicate fluently using English (Abenga, 2005). Many students in the secondary schools are not able to communicate and pass across information in such a way that they are not in a position to communicate especially with regard to the four skills of English. These skills include speech; they cannot hold a conversation without becoming dry or lacking what to say to their interlocutors. To make matters even worse, after completing form four, these students cannot communicate well while in the university during their first years and this places their university performance at risk (Barasa, 2005).

Communication is said to be fruitful when the communicator's goal or intention is achieved through interaction using language. This goal cannot be achieved when the participants involved in a conversation are communicatively incompetent. According to Canale and Swain (1980) and Canale (1983) CC (Communicative Context) is a synthesis of an underlying system of knowledge and skill needed for communication in which one has knowledge regarding language and how to use the language. For an individual to communicate well, he/she needs to be aware of the communicative context, proper choice of diction, knowledge of the participants and the context in which a communicative event is taking place and the language skills of that particular language because language needs skills.

Language skills are the building blocks, effective and key elements of any given language which are very crucial in the process of language teaching and learning. English language has four basic language skills; listening, speaking, reading and writing; two of these skills; listening and

reading are referred to as receptive skills (RS) while the remaining two skills writing and speaking are known as productive skills (PS). For proper language learning and language proficiency, these four language skills should be taught together and not in isolation because language is a system of elements and for success and for proper language learning to occur, the elements of this system should work together jointly and not each element on its own accord (Hinkel, 2010).

Despite the efforts made by the teachers to teach the skills in connection, majority of the students still make no progress when it comes to their competence in using the language particularly the four skills. In Kenya some of the students in our secondary schools, colleges and universities are very poor in one skill or the other and they cannot communicate competently. Very few students are competent in using all the four language skills. Some students are very fluent in speaking but very poor in writing, others are very good in writing but poor in listening, others are good in reading but poor in writing. This is because teachers fail to integrate the four skills of language while teaching students because these teachers have got theoretical orientations but lack practical skills of implementing integrated skills teaching in the classroom (Alemayehu, 2008). Most of the teachers in Kenya are aware that the four skills are to be taught concurrently but they are not able to put this knowledge into practice because they lack adequate knowledge and skills on how to integrate these skills so the knowledge remains with them. In addition Teachers seem not to have been trained to teach the four skills together in an integrated manner and that is why they have the knowledge but they cannot put that knowledge into practice in a practical manner in the classroom while teaching English.

Teachers and students in a classroom set up have got diverse and different roles which they are expected to play well to enhance smooth learning failure to which, learning becomes difficult and challenging. For instance, in a classroom set up, teachers are facilitators, organizers, monitors, initiators, managers and custodians of knowledge. In case the teachers fail to exercise these roles effectively teaching the four skills in an integrated manner may not take place and these teachers will find themselves teaching the skills in a segregated manner (Alemayehu, 2008). Students also need to show enthusiasm and interest in learning language. According to Oxford (2001) and Alemayehu (2008) lack of motivation among students is another factor hindering teachers from integrating the four skills while teaching. While teaching language skills teachers use diverse tasks and activities to help the students to interact and work together.

According to Lightbown and Spada (2006), positive motivation is associated with the willingness of an individual to learn while negative motivation is associated with unwillingness to learn. If the students have self-motivation that they can learn all the four skills together in an integrated manner, then they will learn the four skills but when they have negative motivation then they will not learn and this makes it hard for the teachers to teach the skills together.

Another factor that blocks teachers from integrating the four skills according to Lewis-Moreno (2007) is the assumption made by the teachers that students do not need any additional help in regard to English skills especially when the students are not yet proficient in English language. While still in schools students still need accompaniment and support from the teachers to enable

them to continue learning language. It is at times true that the students may possess all the skills of language but putting them into use practically in conversations becomes a problem and this is where the students need the presence, accompaniment and encouragement from the teachers for them to know how the skills are used. When the teachers assume that the students know the language very well and they need no assistance from the teachers, this then blocks the teachers from integrating the four skills because the teachers may not plan for activities and tasks that will help the students learn the language properly.

Kunnan (2005) affirms that, the tendency of teaching for the sake of tests makes teachers lack time to teach and use other activities that are not part of the test as they find using non exam related activities useless. More than often the four skills of language are well taught through the activities and tasks provided by the teachers to the students in which they interact and accomplish the tasks together using language. Failure to provide students with real world activities and tasks means failure to utilize the four language skills hence failure to learn how they are used in an integrated manner thus incompetency in communication.

A number of studies (Ongondo, 2009; Alemayehu, 2008; Lewis-Moreno, 2007; Kunnan, 2005), have been conducted on integrated teaching approach in English language. Despite the effort made in emphasis put on this approach, students appear not to have a clear understanding of integrated teaching approach used in teaching English language. Given this gap, this study intended to analyze the characteristics and students understanding of integrated skills approach in teaching English language in selected secondary schools in Nairobi County.

## **METHODOLOGY**

The study adopted a cross-sectional survey research design to analyze the characteristics and students understanding of integrated skills approach in teaching English language in selected secondary schools in Nairobi County. Data were first generated using the quantitative approach by administering questionnaires to the teachers and students from the six selected schools. Cross-sectional survey research design enabled the researcher to collect enough data from the respondents which greatly assisted in responding to the research question. The target population of the study comprised of 18 English teachers of six secondary schools selected from Nairobi County. Three teachers were selected from each school to form the sample that was used in this study, 120 form four students; 20 students from each school. A questionnaire was used to collect data on the analysis of characteristics and students understanding of integrated skills approach in teaching English language in selected secondary schools in Nairobi County.

In the study, six secondary schools were selected using probability sampling technique following their geographical location, accessibility, availability and cost efficiency. To come up with a group of students who could participate in the study from the six secondary schools selected, the researcher used simple random technique. Simple random technique was used because this technique guaranteed that each of the students would have a known chance of being selected to participate in the study.

Non- probability sampling method was used in selecting the teachers who participated in the study. To come up with 18 teachers, both male and female who participated in the study, the study employed purposive sampling technique. Purposive sampling, a type of non-probability sampling was used to select the teachers of English who formed part of the sample because the researcher knew that these teachers had knowledge with regard to the research problem under study.

In regards to instruments, semi-structured questionnaires were administered to the selected teachers and students. From the data collected, quantitative information was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 19. On the other hand, content analysis was used to analyze the qualitative data.

## **RESULTS**

### **Demographic Characteristics of the Respondents**

#### **Demographic Characteristics of Teachers**

Teachers' demographic information was categorized as follows: gender, age, teaching experience, highest level of education and their level of experience in using English as a language in communication.

During the survey, more than two thirds of the English teachers who participated in this study were female 12 (66.7%) compared to the male teachers who were 6 (33.33%) This implies that female teachers in English are more than the male teachers.

Teachers from the six selected schools who participated in the study had different ages. Almost average 8 (44.4%) of the teachers were in the age gap of 41-55, 6 (33.3%) of the remaining teachers were aged 26-40 years while few of the remaining teachers 4 (22.2%) were 56 and above years of age. This indicates that a vast majority of the teachers were within their productive age (26-55 years) while few were above 56 years.

This research also took into consideration the teachers' educational level. This study revealed that more than half of the teachers 10 (55.55%) had a Bachelor's degree in education, 6 (33.33%) held Masters Degrees while the remaining few 2 (11.11%) had diploma in education. This indicates that a vast majority (88.88%) of the teachers had at least a bachelor's degree in education while only few (11.11%) had a diploma.

On the level of experience, half of the teachers 9 (50%) had been in the teaching career for 10 and above years, 4 (22.2 %) had been teaching for at least 7- 9 years, 3 (16.6%) had taught for 4-6 years while the remaining 2 (11.1%) had taught for about 1-3 years. This indicates that a majority (72.22%) had a longer period of experience (seven years and above).

## Demographic Characteristics of Students

This section looked into the students' demographic information which comprised of, gender and age. This is to ensure that the students were well represented. Three schools were selected; one boys school, one girls school and one mixed school each with forty students to represent the sample.

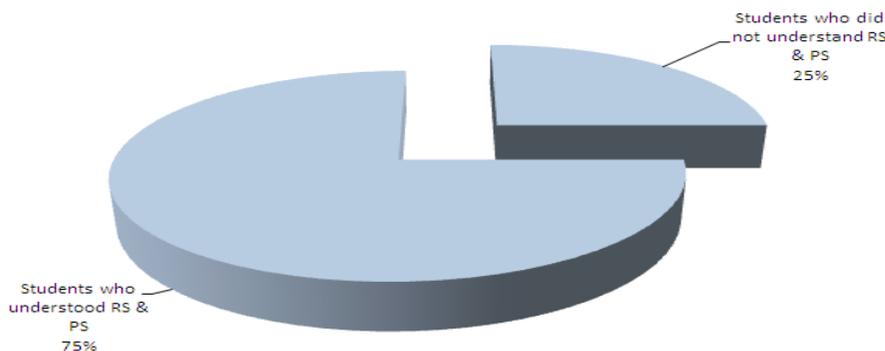
During the survey there was a balance between the male and the female students. The number of the male students who participated in this study was 60 (50%) while that of the female students was also 60 (50%). This was to ensure that both genders were well represented.

The age of the students who participated in this study were more than half of the students representing the sample were 17 years 70 (58.33%), 18 years 30 (25%), and 16 years 20 (16.66%). This implies that majority (83.33%) of the students in the sample were 17 to 18 years of age.

They could also define and differentiate between listening and speaking skills which are RS (receptive skills) writing and speaking skills from the PS (productive skills) of language and they were also in a position to say whether teachers integrate RS and PS of language or not when teaching them language. In addition these students could also identify, explain and differentiate between the methods used by the teachers of English to teach English in the classroom and they could also tell whether these methods were student friendly and whether these methods allowed students to gain CC or not when used by the teachers of English to teach English.

## Students' Understanding of Receptive and Productive Skills

The Study Sought to establish the students understanding of receptive and productive skills in the learning of English language. Respondents were asked to define RS and PS giving examples in each case. Figure 1 shows the distribution of students' understanding of receptive and productive skills.



### *Figure 1* Students' understanding of receptive and productive skills

During the survey on the definition of RS and PS majority of the students 90 (75%) were not able to define and give relevant examples of RS and PS. However 30(25%) able to define and give examples RS and PS. This indicates that the larger percentage of there of the selected sample did not have a clear understanding of these two categories of language skills.

### **Characteristics of Integrated Skills Teaching**

The study was interested in investigating from the students the typical characteristics of an English lesson including the activities done by teachers and those done by the students. The teachers and students from the selected schools were asked to give the typical characteristics of English lesson and the activities that take place during the English lessons.

All the students 120 (100%) expressed that their English lessons looked similar with the teacher teaching and the students listening and responding to questions asked by the teachers or fellow students depending on the nature of the topic being taught. These students expressed that during an English lesson, a teacher comes to the classroom and stands in front of the class, introduces the lesson and begins to teach according to his/her lesson plan.

In a lesson in which the teacher had planned to teach listening skills as a topic, the teacher would read a short comprehension passage from the teacher's guide book or any other book and ask the students to respond to the questions asked by the teacher after reading the passage. The student would then answer the questions and the teacher would give some comments.

Some of the students also stated that English lessons had the same routine each day since the teachers would come to class and lecture to them as they make some notes or dictate to them as they take notes. The teachers would then ask the students to read about a given language aspect and thereafter answer some questions in their exercise books which the teachers would mark in the classroom or in the staffroom depending on the time remaining for the lesson to end.

Other students said that at times, during a lesson, the students would be asked to do different exercises, exchange their books and mark them guided by the teachers.

On the question regarding typical characteristics of an English lesson and activities taking place, one of the students (respondent 11) stated the following:

*During a composition writing lesson, a teacher would come to class and say, today we are writing a composition, he/she would move on and say, the composition should be written well with a good handwriting and well punctuated, there after she could write the topic on the chalk board and tell us to begin writing. After writing the teacher usually collects books or papers goes to the staff room and marks them. After a week or so, she would bring the books or papers back to us and say the composition was well written, most of you tried their level*

*best apart from a few who seemed not to have understood what I was asking them to write. After these comments the teacher would say, let us move on to the topic of today and as usual, we would begin learning a new topic or complete what we had left the previous day.*

The teachers from the selected schools were also asked to describe the characteristics of an English lesson and all the 18 (100%) teachers explained that during an English lesson they preferred using lecture method because it was time saving and teacher friendly especially when it comes to completing the syllabus. All the teacher respondents used lecture method because most of the lessons in Kenyan secondary schools take 40 minutes and these minutes are not enough to teach, discuss, allow students to work in groups and even have one on one interaction with the students. Most of the teachers expressed that they could use variety of methods that would help their students attain the required skills but because of the limited time and the congested school teaching timetables in Kenya, they were forced to choose a method that would be economical and time saving for both the teacher and the students to use in teaching the content that the syllabus stipulated.

Additionally, this research also revealed that the ratio of the teachers to students in Kenyan secondary schools was not proportional because most the schools had a minimum of forty five students per class and a maximum of fifty five students per class. These numbers of students per class made it very challenging for the teachers to think of taking into consideration the needs of every individual student and especially when it came to helping the students attain common cores in using English as a language while communicating. Still on the same issue regarding the number of students per class, one of the teacher respondents (respondent 7) stated that:

*It is very hard for us teachers especially in the public schools to reach out to all the students during the class lesson because our classes are rather big and as teachers we may not be in a position to take care of each and every student especially when it comes to knowledge and use of the skills. For example during a comprehension lesson, the class being too large to handle, it may be challenging to ask each of the students to read out a paragraph as the others listen because the paragraphs may be few and not each and everybody will get a paragraph to read, this therefore forces us to ask the students to read in groups or alternatively following their sitting arrangements or in rows and as they read out the passage all together, we as teachers find it hard to identify which student has a problem with this kind of skill because as the students read, the teacher and the other student who are not reading listens and the one who is not reading properly may not be noticed. Because of these great numbers, most of the students especially the students who have a challenge in one or two skills are not helped because the teachers may go by majority and if the majority have understood the content and read very well, those who have not mastered or understood it may be locked out unless if they come out and express themselves through seeking clarity.*

## DISCUSSION

This study indicates that majority of the students do not have a clear understanding of receptive and productive skills in the teaching of English language. This is attributed to the use of inefficient teaching method since most teachers prefer to use the lecture method so as to save time. This is in contrast with MOE (2006), which proposes that a skilled teacher of integrated English curriculum is supposed to apply a variety of student centered teaching methods like role plays, group discussions, simulation debates , hot seating ,flow charts techniques and brain storming.

Student centered methods of teaching are also rarely used in the selected schools and these impacts affect the understanding of the RS and PS. This agrees with Mosesti (2007), who found out that student centered methods of teaching are rarely used in Kenya. This is because majority of the teachers are in a hurry to complete the syllabus on time due to limited time allocated for English lessons. It is also evident that the students from the selected sample lacked real life experiences on the use of the four language skills in English and hence failure to learn how they are used in an integrated manner. This is due to the tendency to teach for the sake of tests and this makes teachers lack time to teach and use other activities that are not part of the test as they find using non exam related activities useless. The result in this study agrees with Kunnan (2005) who observed the same.

During the survey the student also revealed that the teaching of English lessons depended on both the teacher and the student and the role that each played to ensure smooth learning process failure to which, learning becomes challenging. Students should show interest during the teaching process and also the teacher should motivate the students. These findings are found relevant by Lightbown and Spada (2006), who noted that positive motivation is associated with the willingness of an individual to learn while negative motivation is associated with unwillingness to learn.

## CONCLUSION

From the findings conducted, it is evident that language skills cannot be taught in isolation whatever the circumstances. The four skills: reading, listening, writing and speaking should be integrated in order to enhance the understanding of students. Moreover, the characteristics of integrated skills approach of teaching English language affects the students' understanding of different skills taught in English. To help teachers to teach the four skills in an integrated manner, the challenges blocking the teachers from teaching the four skills together should be handled so as to enable the teachers teach these skills in an integrated manner.

From the study there is need to ensure that the teaching method used should be student centered so as to enhance their understanding. Therefore, many teaching activities and tasks used by the teachers of English as they integrate receptive and productive skills must be improved and tailored towards the needs of the students. Furthermore, these activities and tasks should take into consideration the context and current needs of teaching English.

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## **Factors Associated with Pornographic Materials Use among Students in Selected Secondary Schools in Nairobi County, Kenya**

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### **Abstract**

*Pornographic materials use as a sexual activity may predispose adolescents to negative consequences in their adolescence stage. Although many researchers believe that viewing of pornography in an escalating manner has negative effects, there is still need to determine whether adolescents watching pornography are merely satisfying some curiosity or struggling with a compulsion. The purpose of this study was to determine the factors associated with pornographic materials use among the students in selected secondary schools in Nairobi County, Kenya. Classical Conditioning and Social Learning theories were considered in explaining the subject of pornographic materials use. The study employed a quantitative research approach that was conducted among students of two selected secondary schools in Nairobi County. The sample size comprised of 664 students who were purposively sampled from the two schools. Data collection was done using a self-administered socio-demographic questionnaire and analyzed using SPSS program. The study established that there is a high rate of pornographic materials use among students. Factors attributed to pornography materials use include: time spent on watching pornography, readily available sources of pornographic materials and accessibility to internet. Based on the results, the study recommends that parents and guardians should monitor the adolescences' activities. Additionally it is important that parents and educators alike have more information on sexuality for purposes of mentoring adolescents.*

**Keywords:** *Pornographic materials use, Pornographic addiction, pornography prevalence, students and pornography, adolescents and pornography*

### **INTRODUCTION**

Pornography is sexual behavior represented in media such as statues, books and motion pictures which result in sexual excitement. Matters regarding sexuality and explicit content are subjective, vary from one culture to another and are also a reflection of changes in moral standards. Pornography is subjective and its history is not easily explained such that images that are condemned in one society may be acceptable for religious purposes in another culture (Jenkins, 2017).

The mainstreaming of pornography over the last 2 decades, especially through the Internet, has had great impact on youth culture and adolescent development in unprecedented and diverse ways (Lofgren Martenson & Mansson, 2010). Excess consumption of pornographic materials leads to addiction. Some individuals report a loss of control regarding their pornography use, which is frequently accompanied by increasing using times and negative consequences in several life domains, such as school/academic/job functioning (Duffy, Dawson, & Das Nair, 2016).

Studies on pornographic materials use among adolescents have been done in different countries worldwide. In the United States of America, Gilkersen (2013) reported that there were many websites with over 4 million pages of pornography material. With reference to the onset of pornography viewing, the first exposure usually takes place at around 11 years of age and the largest consumers of pornography are 12 to 17-year olds (Gilkersen, 2013).

Pornographic materials use among high school students may be as a result of many complex or interrelated factors. It is critical to have proper information on the developmental, psychosexual changes that come about with adolescence and this gives a basis for understanding why adolescents engage in pornographic materials use. The psychosexual stages according to Freud describe the dynamics of sexuality in development as they focus on different biological functions. Sigmund Freud postulated that during the genital stage which begins at adolescence, there is emergence of sexual impulses as a common occurrence characterized by sexual feelings towards other people (Berstein, Penner, Clarke-Stewart & Roy 2008)

Students in high schools have to deal with the reawakening of sexual energies and the dawning of adulthood coupled with earlier conflicts and desires. Rosenthal and Moore (1995) explain this further by discussing about a male adolescent who at this stage has physical ability to display oedipal fantasies although the restrictions, societal norms and the superego cannot permit the consummation to proceed. In such a case, the male adolescent may result to the secret practice of watching pornographic content in hiding from anybody who may disapprove the act. At an unconscious level, Rosenthal and Moore (1995) add that the adolescent must be helped to employ good social skills which will make him to function appropriately in adult sexuality. The manner in which unconscious conflicts are handled during adolescence will be greatly determined by how well the burgeoning sexual feelings are addressed (Rosenthal & Moore 1995). Cognitive changes may not be conspicuous during adolescence and may be seen in changes in self-concept and relationships with people. These transitions may cause many challenges to the adolescents especially if they are not properly assisted to negotiate or cope with changes that may arise which leaves room for exploration and experimentation with pornography.

In addition to the psychosexual factors of pornographic materials use among adolescent students, there are many other contributors. According to Strasburger (2009), print and electronic media have been the leading source of education on sex among adolescents with five longitudinal studies showing that sexy media content contributes to early onset of sex and pregnancy. Technological advancements in Europe especially in print media accelerated dissemination of pornography in the form of romance and entertainment. It is through media that pornography

permeates into private lives and this affects many adolescents who are likely to embrace use of media and information technology. In regard to media as a leading source of pornography, Rich (2001) says that there is no other venture that grows as quickly as pornography through media. It is likened to a show that never closes and one which goes across all demographics. Adolescents who spend more time in media and online activities may find themselves in pornographic sites than those who do not.

Another factor associated with pornographic materials use is masturbation. Masturbation and the use of pornography, and sexually acting out, are in some respects as psychologically and physiologically inter-related as they are intoxicating and addictive as the use of some types of drugs. Laier and Brand (2016) in their research highlight many experiments that prove watching Internet pornography self-determinedly in private was unsurprisingly accompanied by strong reductions of sexual arousal and the need to masturbate. After watching pornography, many people begin to use counterfeit forms of intimacy, e.g. masturbation or other types of sexual acting out, in an attempt to fill that deep need inside. These intimacy forms never meet this need yet are so addictive in their nature that they are hard to resist. Carvalheira, Bente and Stullhoer (2014) conducted a more detailed analysis among married and cohabitating men who had experienced decreased sexual desire during the previous 6 months. Most of the men who masturbated at least once a week reported having used pornographic materials at least once a week as well (Carvalheira et. al, 2014). Their studies showed that masturbation and pornographic materials use were significantly correlated.

Availability of internet and more online activity among adolescents may be another contributing factor to pornographic materials use. According to Jenkins (2017), the advent of internet especially from the 1990s has contributed to wide handiness of pornographic movies and images. In the United States, 93% of all adolescents of ages 12 to 17 years use the internet; 63% go online daily and 36% are online several times a day (Lenhart, Purcell, Smith & Zickuhr, 2010). The World Internet Report surveyed 12 to 14-year old from thirteen different countries and found that 100% of British youth, 98% of Israeli youth, 96% of Czech youth, and 95% of Canadian youth reported using the internet regularly (Lawskey, 2008). Given that the average American teen owns three mobile devices it can be taken as a great deal since online activity is portable, and therefore unrestricted (Roberts, Foehr, & Rideout, 2005).

Pornographic materials use is also indicated as an outcome of faulty mental processes. This could originate from contemporary lifestyles which attracts in a sexual way. Barlow and Durand (2009) show that sexy lifestyles are on the rise such as evident in the theme that “sex sells”. This has enhanced atypical sexual behaviors against the will of a person. Odongo (2014) cites a former news lady on faulty mentality who regrets about her life on television. This life brands her as a “television sex siren.” The news anchor in her own words said “This idea of being forced to feature on T.V. with exposed cleavage, exposing your nudity on national television while families are in their living rooms, is not my style anymore”. This disclosure by the news anchor indicates that there could be other news anchors and media personalities who are in a similar situation of being sex sirens. The problem would be that after getting used to a lifestyle where a person is dressed in a sexually explicit way, they could accept the new way of life and

lose their sensitivity to what may be considered as sexually explicit dressing style. Additionally, Jenkins (2017) states that the use of web cameras has enhanced the pornography industry further to laypersons who can now post their explicit photos freely and worse is the case in the propagation of child pornography. Exposing adolescents to sexy lifestyles may make them develop a mentality which makes them prone to pornographic materials use.

In a study carried out in South Africa, Kheswa and Notole (2014), reported that South Africa is not left out in regard to the adolescent pornography challenge as experienced in other regions. Their empirical qualitative study on ten male students aged 14 – 18 years from a secondary school in Eastern Cape found that substance abuse, peer pressure and lack of parental supervision contributed to pornographic materials use. In Kenya, alcohol joints and pubs may create an environment suitable for sexual fantasies as seen by the patrons' sexy dressing styles and availability of sex workers. Under intoxication, young people may engage in impulsive behavior and the most common is in regard to sex. Adolescents may have inability to understand complexity of engaging in drugs of abuse. They may also be ignorant of the relationship between consequences of drug abuse and behavior because of their immature perceptual reasoning. This indicates that time spent on watching pornography, readily available sources of pornographic materials and accessibility to internet are associated with pornographic materials use among adolescents. The study therefore intended to examine factors associated with pornographic materials among students in the selected secondary schools in Nairobi County, Kenya.

## METHODOLOGY

The study was quantitative in nature and targeted two schools in Nairobi County. This approach was used because the study comprised of numerous respondents. Moreover, data from their responses would be used objectively to analyse the factors associated with pornographic materials use among students in selected secondary schools in Nairobi County, Kenya.

The study sample comprised of students who were enrolled and in session in two schools in form one to form four. Purposive sampling was adopted since the two secondary schools had dominant adolescent populations that were appropriate for the study. It is important to note that the study excluded students who were 20 years and above.

In regards to data collection instruments, the study utilized self-developed questionnaires to screen and also to get socio-demographic information of the participants. The first questionnaire was used to screen the participants for pornography and use of pornographic materials. Most important in the screening questionnaire was information on whether the participant had engaged in pornography or in pornographic materials use. The information in the screening and the socio-demographic questionnaire included age, gender, class level, family details, religion they subscribed to and other pertinent information. The use of the structured and semi-structured questionnaires was helpful in gathering in-depth information as well as clarifying to the respondents what may not have been clear to them earlier.

Data was analyzed using Statistical Package for Social Scientists (SPSS) software. Specifically, data collected from the questionnaire, were input into the statistical package, coded and the outcome was used to present the research findings using tables and figures. The study observed people's rights and ethical issues throughout the research process. Participants had to indicate their willingness to participate in the study through a consent granted by their school principal.

## **RESULTS**

### **Demographic Characteristics of Students**

In this study, data on gender, age distribution based on mean, level of study and parental status was sought. This was to ensure that the selected sample represented the entire population. More than a half (54.8%) of the students who participated in the survey were male while 45.2% were female. This shows that the selected sample had more male student than female students. This is because the population of male students is more than the female students

The age distribution of the selected student is 16.5 years. This indicates that majority of students from the represented sample were 16 years old. Slightly over one-third (35.3%) of the students were from form one, 24.5% were from form two, 25.3% were from form three and 14.6% were from form four. This indicates that the form one students were more willing to participate in the survey unlike the other classes.

Almost two-thirds (60%) of the respondents lived with both biological parents while 20.2% lived with single parents. However, 19.8% stated that they lived with step parent, alone, with a guardian, with divorced or separated parents or orphaned by one parent or both. This means that a vast majority of the participants were raised by both biological parent and single parent.

### **Factors Associated with Pornographic Materials Use among Students in the Targeted Secondary schools in Nairobi County**

This study intended to analyze factors associated with pornographic materials use in the target Secondary schools in Nairobi County. These factors include time spent in watching pornography, readily available sources of pornography and accessibility of internet by the students.

### **Time Spent on Watching Pornography**

The students from the selected sample were asked to indicate the average time they spend on watching pornography in a week. Figure 1 shows the summaries of their responses.

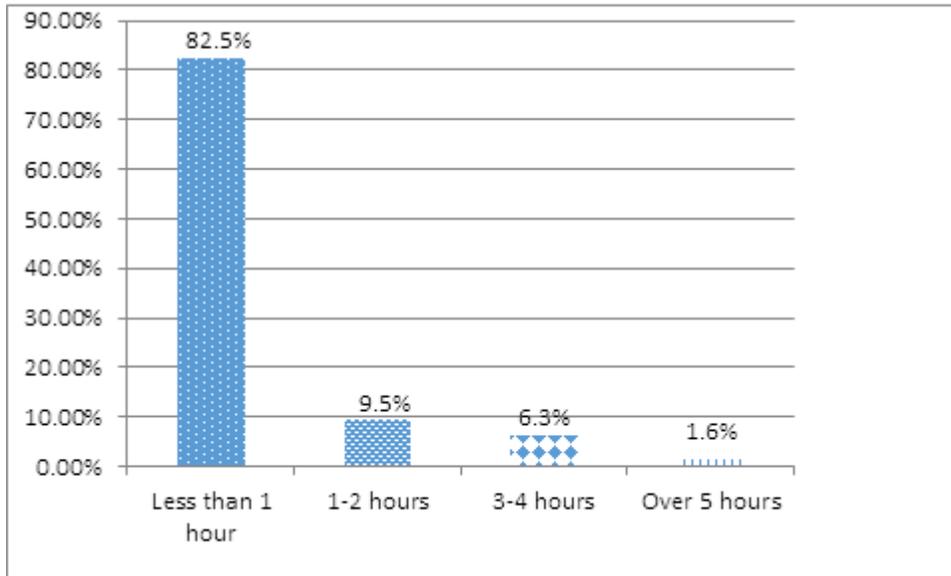


Figure 1 Distribution of students time they spend on watching pornography

Vast majorities (82.5%) of the students spend less than an hour watching pornography, 9.5% spend one to two hours, 6.3% spend three to four hours and 1.6% spend five hours. From the findings 17.5% spend more than an hour watching pornography.

### Readily Available Sources of Pornographic Materials

The students were further asked to give the various sources of pornography they use. The distribution of responses is as presented in Figure 2.

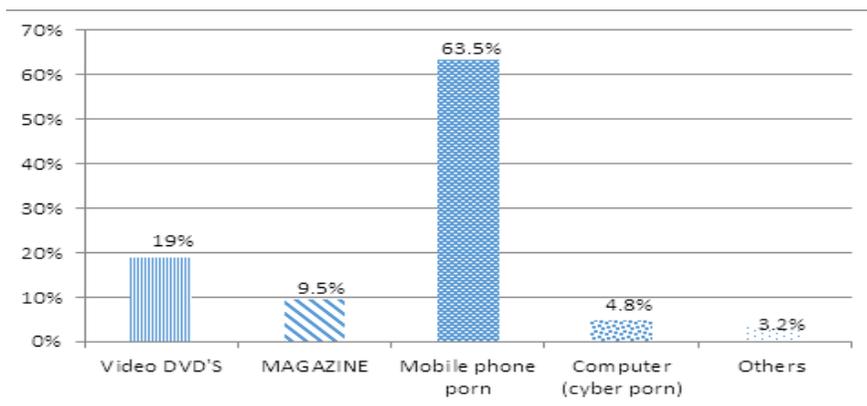


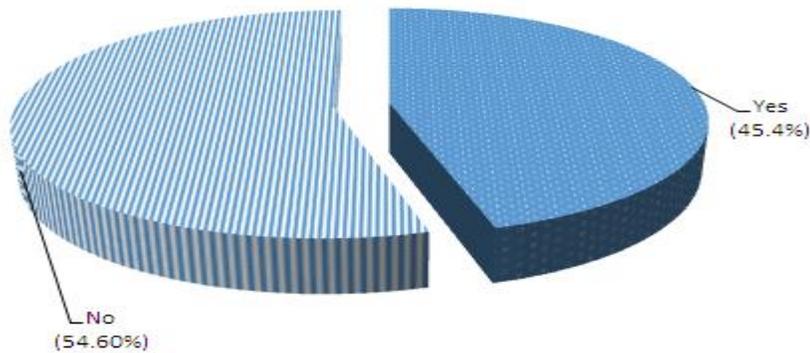
Figure 2 Students' response on the available sources of pornography

Nearly two-thirds (63.5%) of the students who watch pornography use their phones, 19% use videos from DVDs, 9.5% use magazines, 4.8% from cybers and 3.2% use other sources of

pornography. This indicates that most of the students who watch pornography use their mobile phone because they can watch privately.

### **Accessibility of Internet**

In order to establish the accessibility of internet by the students, the respondents were asked if they have access to internet. The responses are summarized in Figure 3.



*Figure 3* Accessibility of internet

Slightly over a half of the students indicated that they had no access to internet while 45.4% indicated that they do have access to internet. This shows that almost half of the students have access to the internet.

### **Association between Demographic Characteristics and Pornographic Materials Use**

The study examined the association between demographic characteristics (sex, parental status, masturbation, access to internet) and pornographic materials use. Chi-square test for independence was used to establish association.

### **Association between Sex Habit and Pornographic Materials Use among Students**

The study examined the association between sex habit and pornographic materials use among students in selected secondary schools in Nairobi County. Table 1 shows chi-square test results.

Table 1

*Chi-square Test for Association between Sex Habit and Pornographic Materials Use*

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	96.126 <sup>a</sup>	1	.000		
Continuity Correction <sup>b</sup>	91.782	1	.000		
Likelihood Ratio	62.460	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	95.982	1	.000		
N of Valid Cases	666				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.13.

b. Computed only for a 2x2 table

Chi square tests showed a significant association between sex habit and pornographic materials use, 0.05,  $\chi^2$  (1, N=658) =10.690, P= .001. This implies that pornographic materials use is dependent on access to internet.

**Association between Parental Status and Pornographic Materials Use**

The study examined the association between parental status and pornographic materials use among students in selected secondary schools in Nairobi County. Table 2 shows chi-square test results.

Table 2

*Chi-square Test for Association between Parental Status and Pornographic Materials Use*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.991 <sup>a</sup>	8	.266
Likelihood Ratio	8.874	8	.353
Linear-by-Linear Association	.354	1	.552
N of Valid Cases	655		

a. 8 cells (44.4%) have expected count less than 5. The minimum expected count is .60.

Chi square tests showed no significant association between parental status and pornographic materials use, 0.05,  $\chi^2$  (1, N=658) = 10.690, P= .001. This implies that pornographic materials use is dependent on access to internet.

### Association between Masturbation and Pornographic Materials Use

The study examined the association between masturbation and pornographic materials use among students in selected secondary schools in Nairobi County. Table 3 shows chi-square test results.

Table 3

*Chi-square test for Association between Masturbation and Pornographic Materials Use*

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	77.573 <sup>a</sup>	1	.000		
Continuity Correction <sup>b</sup>	72.811	1	.000		
Likelihood Ratio	47.952	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	77.457	1	.000		
N of Valid Cases	666				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.96.

b. Computed only for a 2x2 table

Chi square tests showed a significant association between masturbation and pornographic materials use, 0.05,  $\chi^2$  (1, N=658) = 10.690, P= .001. This implies that pornographic materials use is dependent on access to internet.

## DISCUSSION

The study established that the majority (82.5%) of students spend less than an hour per week on watching pornographic materials. Previous studies by Wallmyr and Welin (2006) found that 48.8% of 15 to 25-year-old males primarily viewed pornography to get aroused and masturbate. Another 39.5% watched it out of curiosity and 28.5% because “it is cool”. This was also supported in studies by Goodson, McCormick & Evans, (2001), and Emmers-Sommers (2005) in which males claimed that their motivation for viewing pornography was because they were curious about sex and for sexual entertainment. The reason behind this is that adolescents and young adults who are in the psychosocial stage of developing identity and intimacy are in great need of sexuality information (Erickson, 1968).

The students also have access to the various electronic and print sources of pornography. Several studies have revealed that adolescents and young adults report using offline sexual explicit material for example books, magazines, movies and phone sex hotlines at 50% (See Boies, 2002; Ybarra & Mitchell, 2003). An article by Muchene (2014) confirmed that pornography had become common in our society. It further noted that various kinds of videos had found their way into the local scene provoking a major debate as to whether the boldness, sexy and eye-watering extreme artsy shown is healthy to our generation. It cited a case of a topless boys' band dancing suggestively with female actors that had been banned from television screens yet it had received 621500 views on you tube. According to the Muchene (2014), viewing sexual explicit materials was becoming more fashionable to the youth.

Increased usage of the internet by adolescents could also result to pornographic materials exposure. The percentage of students is quite high and therefore there is a risk of exposure to pornographic materials. According to the CCK (2013) the number of internet users in Kenya stood at 21.2 million by December 2013; representing a 52.3 % of the population. There is therefore a possibility of increase in unregulated internet and this would lead to a relative increase in unlimited exposure to pornography to the adolescents. Furthermore, the Internet is present and prioritized in the lives of many youth (Lenhart, Ling, Campbell, & Purcell, 2010; Lenhart, Purcell, Smith, & Zickur, 2010; Mitchell et al., 2007). In the United States for instance, 93% of all adolescents ages 12 to 17 use the Internet; 63% go online daily and 36% are online several times a day (Lenhart, Purcell et al., 2010). The World Internet Report surveyed 12 to 14 year olds from thirteen different countries and found that 100% of British youth, 98% of Israeli youth, 96% of Czech youth, and 95% of Canadian youth reported using the Internet regularly (Lawsy, 2008).

The results showed a significant association between sex habit and pornography materials use. This is in line with a study by Alacron, Iglesia, Cassado and Montejo (2019) which identified clear differences in the brain functioning of patients with compulsive sexual behavior and controls that are similar to those of drug addicts. Particularly, it points out to the fact that exposure to sexual images or hypersexual subjects indicated differences between liking (controlled) and wanting (sexual desire) that was greater. In another study by Kamaara (2005) similar findings are observed. Predominantly the study showed two crises associated with adolescence. The first one is identity crisis which is an individual's efforts to know themselves and identify their role model. The second crisis is in regard to sexuality characterized by awakening of sexual issues and specifically a strong desire for the opposite sex. Students who do not have the opportunity to express their sexuality easily end up engaging in pornography to satisfy their sex needs.

Further, results showed no significant association between parental status and pornographic materials use. From the literature review it is evident there have been a wave of studies related to behavioral addictions with some of them focusing on online pornography addiction. Nonetheless, no study has been able to profile students' background in relation to the status of their parents. This justifies the fact that the parental background has no influence on addiction to pornographic material use.

The results also illustrate a significant association between masturbation and pornographic materials use. A similar trend was observed in studies by Laier and Brand (2016) in which they highlighted many experiments that proved watching internet pornography self-determinedly in private was accompanied by strong reductions of sexual arousal and the need to masturbate. The same was noted in research by Carvalheira, Bente and Stullhoer (2014) in which a more detailed analysis was conducted among married and cohabitating men who had experienced decreased sexual desire (DSD). Most of the men who masturbated at least once a week reported having used pornography at least once a week as well (Carvalheira et. al, 2014).

### **CONCLUSION**

The study concluded that there was a significant association between sex habit and pornographic materials use among students in selected secondary schools in Nairobi County, Kenya. Essentially, students who watch a lot of pornography purposely conjure up pornographic fantasies to uphold arousal during intercourse with a preference for pornography over realistic sexual intercourse.

With reference to parental status, the study concluded that there was no significant association between parental status and pornographic materials use among students in selected secondary schools in Nairobi. Therefore, parental background did not appear to have an influence on students' use of pornographic materials in the selected schools.

Further, the study concluded that significant association between masturbation and pornographic materials use among students in selected secondary schools in Nairobi County, Kenya. Pornography is usually believed to be a solitary activity yet our study indicates that frequent viewership of the pornography is related with greater dependence on pornographic script any form of sexual encounters and one of these encounters is self-arousal activities such as masturbation.

### **ABOUT THE AUTHOR**

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## Mobile Learning Technology for National Development: Enhancing Blended Learning among Engaged Pre-Service Teachers in Osun State

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### Abstract

*The advent of mobile technology in the 21<sup>st</sup> century has led humans to carry devices such as laptops, mobile phones, among others around and enabled them to learn anytime and anywhere. The large amount of computing power and portability combined with the wireless communication and context sensitivity tools that mobile technology is characterized with has made it a veritable learning tool of great potential in both formal and informal education. It is based on this notion, that this study focused on how pre-service teachers who are serving teachers in Osun state senior schools were allowed access to knowledge tablet to facilitate blended learning. The major research question for this study was: could mobile learning technology (knowledge tablet) be well employed to the benefit of teachers for national development? A mixed method research design was adopted in this study. The target population consisted of engaged pre-service teachers who were afforded the use of Knowledge Tablet in their teaching. A multistage sampling technique was used to sample 300 participants from the target population. The instrument of study was a researcher-designed-questionnaire tagged "Knowledge Tablet Access for Blended Learning Facilitation (KTABLF)". Data analysis was conducted using a mixed method approach. Findings from the analysis utilized both the descriptive (mean) and inferential (t-test) statistics to answer the research questions and test the formulated hypothesis. A qualitative approach of content analysis was employed to provide complementary results to the raised research questions. This study revealed that the knowledge tablet provided by the Osun state government was not well utilized by teachers. It is thus recommended that mobile learning technologies (knowledge tablet) used by the teachers should be well monitored.*

**Keywords:** Mobile Learning Technologies, Blended Learning, Knowledge Tablet, Engaged Pre-service Teachers

## INTRODUCTION

The role of education in the development of a nation is evident, and its justification as a veritable tool to catalyze socio-economic development does not require long argument and intellectual discourse or debate. Thus, nations across the world are necessitated to enact several educational policies in order to harness the immense positive attributes that education is characterized with, as well as contributing conscious effort at devoting their resources to acquiring qualitative education, this is targeted towards achieving better economic growth and development, among others (Balogun, 2010; Akindutire & Ekundayo, 2012). In order to achieve better national development and fulfill the Nigeria's Vision 2020, the educational system has to be transformed and driven by Information and Communication Technology (ICT).

Emphatically, The National Policy on Education (Federal Republic of Nigeria, 2013) posited the need for the adoption of ICT at all levels of education. Therefore, the contemporary Nigerian education is characterized with the use of ICT, so as to serve as a catalyst to achieving national development. The development in ICT has vastly transformed every sphere of life and permeated all human actions and endeavors. In respect to this, Shehu, Urefhe, and Promise (2015) claimed that ICT has increasingly become the critical determinant of educational success in the 21<sup>st</sup> century. AbdulRaheem (2018) corroborated to the claim of Shehu et al., (2015) that due to the interactive and ubiquitous nature of ICT networks which are accessed through various mechanisms, especially mobile technology has given credence to the increasing usage of ICT in human daily lives without gender biasness.

Equally, Issa, Daramola, Aladesusi, and Udoh (2017) stressed that mobile technology is being widely used in developed countries not just to complement established education practices, but to also develop new ways of learning such as online education and mobile learning. Issa, et. al., (2017) further stressed that mobile technology provides opportunity to individuals in remote locations to have access to both formal and informal education. Corroboratively, Crede and Mansell (1998) as supported by Issa et al., (2017) affirmed that mobile technology is crucially important for the achievement of sustainable national development, most especially in developing countries.

Aderogba and Abanikannda (2009) opined that the ubiquitous nature of ICT has created channels that have led to the increased interest in the use of electronic network to support distance and electronic learning globally. Ajani (2018) believed that ICT has assisted collaborative learning, and also provided access to electronic libraries and multimedia education through the changing nature of ICTs which has brought about mobile technology. Newhouse, Williams, and Pearson (2006) asserted that the past two decades have experienced the ushering of mobile technology to the extent that it has become universal in every human endeavor including education. Correspondingly, Aderoju and Kolawole (2017) posited that the use of ICT is not strange to the average Nigerian academic environment and both male and female are employing it in their daily endeavors. The researchers provided that the world is experiencing a wave of social and technological transformation as the society is becoming more oriented to the use of ICT, most especially with the ubiquitous nature of the internet and mobile technology. Bakare(2018),

posited that with the mobility and portability nature of mobile technology, users especially tertiary institution students are endeared to its use.

Yao-Ting, Kuo-En, and Tzu-Chien (2016) claimed that mobile technology has made most learners to own small computers that contain exceptional computing power, such as laptops, PDAs, tablet personal computers (PCs), mobile phones, among others. The researchers posited further that the great amount of portability, combined with the wireless communication and high sensitivity tools has made mobile technology a learning tool of great potential in both traditional classrooms and other learning avenues. Peters (2007) stated that mobile technologies can significantly reduce people's dependence on fixed locations, and thus, have the potential to revolutionize the way people work and learn. According to Suki and Suki (2009), mobile technology are educationally interesting because they offer several communications channels on one device, cheaper, have comparable functionality with desktops or laptops, and also provide wireless access to educational materials. The ubiquitous feature of mobile technology which distinguishes them from other learning tools has created a niche for mobile learning to be increasingly recognized in educational institutions.

The significant growth of mobile technology in relation to education has created a paradigm shift in the delivery of knowledge through the digital learning space from the distance learning (dLearning) to electronic learning (e-Learning) and now, to the mobile learning (m-Learning) phase. Thus, it is imperative to make a shift from conventional knowledge delivery pattern to suit the experience and abilities of current generation of learners that are called by different names: The Net Generation (Tapscott, 1999); Digital Natives' (Prensky, 2001); The Gamer Generation (Carstens & Beck, 2005); Generation M (Rideout, Roberts & Foehr, 2005).; New Millennium Learners (Pedró, 2006). The diverse nature of research on m-learning has generated a divergent definition to define the concept. However, the unanimous characterized definition observed include: mobility; access; immediacy; ubiquity; convenience; and contextual.

Mobile learning has brought about a great added value to learning by bridging the environmental gap in respect to extending classroom interaction to other locations via communication networks. Newhouse et al., (2006) posited that the advancement in the nature of mobile technology such as imbedded cameras, sensors, detectors, geolocation, web access, social networks, among others have produced the potential to foster learning and engagement across multiple and different physical, social, and conceptual spaces. Similarly, Martin and Ertzberger (2013) posited that as part of the characteristics of mobile technology to facilitate education, portability and mobility have already made mobile technology an attractive tool. For this reason, the developments of several others enhanced-mobile technology packages such as geospatial technologies, search capabilities, image and video capture, and context awareness have further increased their versatility by promoting situated learning experiences and allowing exploration within authentic settings, particularly supporting inquiry-based learning. Consequently, they have achieved the primary goal of blended learning.

Blended learning is a combination of online knowledge delivery approach with features such as of face-to-face online interaction and the traditional classroom interaction in order to achieve

personalization and individualization of instruction. Amosa, Ogunlade, Obielodan, and Nasiru (2017) described blended learning as an instructional delivery approach that combines both online and conventional educational delivery methods to facilitate meaningful and productive teaching and learning process. The researchers posited that blended learning instructional strategy encourages the creation of appropriate learning situation, interactivity, individualized learning approach and teaching learning from teacher-centered to student-centered.

Learning through blended learning with mobile technologies simply denotes the acquisition of knowledge through the use of mobile technology as an interactive, cognitive, and engaging tool to construct a constructivism learning environment. Ayonote-Yusuf (2012) clearly concluded that the utilization of mobile technology to encourage blended learning can play an influential role in stimulating learners interest, motivating learners, and ultimately, improving the performance learners. It was based on this understanding that the Government of the State Osun introduced mobile technology tablets to the secondary education. The Government in her effort to introduce blended learning in secondary schools across the State, launched Knowledge tablet popularly known as “Opon Imo”. The Knowledge tablet was designed in form of a regular tablet device, and distributed to senior secondary school students and teachers free-of-charge (Ajani, 2018).

Previous studies such as Cushing (2011) have identified teachers’ accessibility and usability of mobile technology in the classroom as a challenge. The researcher claimed that if blended learning is to be successfully implemented, all pre-service and in-service teachers must have access to mobile technology as part of their classroom tools. Conversely, in a study of Husbye and Elsener, (2013), the researchers posited that teacher educators noted that mobile technology should be provided to pre-service teachers to ensure digital equity. The researchers equally suggested that mobile technologies need to be used as tools for enhancing learners’ classroom experiences, not as an add-on incorporating technology for its own sake, and it should also be gender-friendly. Now, that the Government of State of Osun has introduced mobile technology into the educational system, at least at the secondary education level, it is thus, imperative to conduct a study to investigate how pre-service teachers who are serving teachers in Osun state senior schools (Engaged Pre-service Teachers) were allowed access to knowledge tablet to facilitate blended learning.

Based on the aforementioned purpose, this study therefore intended to provide answers to the following questions: could mobile learning technology (Knowledge tablet) be well employed to facilitate blended learning for the benefit of teachers towards achieving national development? and do gender influence engaged pre-service teachers’ assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development? Hypothetically, the second question raised would be answered through a generated hypothetical statement since there is no significant difference between male and female engaged pre-service teachers’ assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development.

## METHODOLOGY

A mixed method research design was adopted in this study. The target population consisted of engaged pre-service teachers who were afforded the use of Knowledge Tablet in their teaching. Multistage sampling technique was employed to select the sample for the study: purposive sampling procedure was used to sample 12 government-owned modern schools from the 3 senatorial districts of the State of Osun, Nigeria; and simple random sampling technique was employed to sample 300 teachers across the 12 modern schools.

A validated researcher-designed questionnaire tagged “Knowledge Tablet Access for Blended Learning Facilitation (KTABLF)” was adopted to investigate how pre-service teachers who are serving teachers in Osun state senior schools (Engaged Pre-service Teachers) were allowed access to knowledge tablet to facilitate blended learning for achieving national development. The questionnaire contained two sections (A and B). Section A of the questionnaire was to elicit information on the personal characteristics of respondents such as gender and tertiary institution of engagement. Section B contained 10 items to investigate how mobile learning technology (Knowledge tablet) was employed to facilitate blended learning for the benefit of teachers towards achieving national development. The section B adopted a modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) in order to obtain the decisions of respondents. Section C was open-ended questions which complemented the items in section B of the research instrument.

In order to validate the research instrument “KTABLF”, two mobile learning specialists, and two educational technology experts critically examined it for both the face and content validity. Following the validation reports, some items in the questionnaire were modified while some were expunged. To test the reliability of the research instruments, a pilot test including a test-retest procedure was conducted on 20 engaged pre-service teachers from one of the community that was different from the ones used for the main study. The KTABLF was re-administered on the same set of engaged pre-service teachers three weeks after. The reliability value obtained was found to be 0.79 after being analyzed using Pearson product moment correlation. Since the reliability coefficients was greater and above 0.5, the instrument was found useable for the study. The quantitative data obtained were analyzed using descriptive (mean) and inferential (*t*-test) statistics, while the qualitative data were analyzed using a content analysis approach.

## RESULTS

### Demographic Characteristics

The demographic information of engaged pre-service teachers that were actively involved in the study includes gender of respondents which is presented as follows:

Table 1

*Distribution of Engaged Pre-Service Teachers According to their Gender*

Gender	Frequency	Percentage (%)
Male	165	55.0
Female	135	45.0
<b>Total</b>	<b>300</b>	<b>100</b>

Table 1 reveals the distribution of engaged pre-service teachers according to their gender. The table indicated that majority of the respondents were male, revealing a percentage of 55.0, compare to their female counterparts of 45.5%.

**Engaged Pre-Service Teachers’ Assessment of Mobile Learning Technologies to Facilitate Blended Learning towards Achieving National Development in Osun State**

The study sought to evaluate mobile learning technology for national development in terms of enhancing blended learning among engaged pre-service teachers in Osun state. In response to this objective, the mean of engaged pre-service teacher assessment of mobile learning technologies to facilitate blended learning towards achieving national development was considered.

Mean of Engaged Pre-Service Teachers’ Assessment of Mobile Learning Technologies to Facilitate Blended Learning towards Achieving National Development was determined (See Table 2). Based on a modified Likert scale of 2.50 as a benchmark, the engaged pre-service teachers generally agreed to all the items stated in the Section B of the instrument. They claimed that the integration of mobile learning technology into classroom teaching-learning process is a great approach to improving educational standard, thus, achieving national development is made visible; they posited that with the use of mobile learning technology in their school, they source for relevant lesson contents anywhere and anytime; they averred that teaching with mobile learning technology transforms their teaching by providing avenues for their students to learn at their respective pace; among others.

Equally, a critical content analysis of the result indicated that despite the positive response supplied by the engaged pre-service teachers, a geometrical mean score lesser than 3.0 could be observed in the mean score of items 3, 4, 5, 6, 7, 8, and 9, this reveals that the use of mobile learning technology is not well utilized. However, the grand mean of 2.98 indicated that mobile learning technology (Knowledge tablet) could be well employed to facilitate blended learning for the benefit of teachers towards achieving national development.

Table 2

*Mean of Engaged Pre-Service Teachers' Assessment of Mobile Learning Technologies to Facilitate Blended Learning towards Achieving National Development*

S/N	Assessment of Mobile Learning Technologies to Facilitate Blended Learning towards Achieving National Development	Mean
1.	Integration of mobile learning technology into classroom teaching-learning process is a great approach to improving educational standard, thus, achieving national development is made visible.	3.16
2.	With the use of mobile learning technology in my school, I source for relevant lesson contents anywhere and anytime.	3.51
3.	Teaching with mobile learning technology transforms my teaching by providing avenues for my students to learn at their respective pace.	2.83
4.	I am more motivated to go to the classroom since I started using mobile learning technology for my lessons.	2.55
5.	The use of mobile learning technology for teaching and learning stimulates my interest in the instructional contents, and I look forward to subsequent class.	2.60
6.	I prefer sharing lesson contents with my students through the mobile learning technology provided prior to meeting in the classroom.	2.88
7.	I teach better when I do not limit myself to the textbooks provided in my school only but combine with related material sourced from the internet through mobile learning technology.	2.70
8.	With the use of mobile learning technology, my students now concentrate on their studies, and perform better than previous years without mobile technology.	2.73
9.	The effective integration of mobile learning technology to my classroom has increased my students' academic commitment.	2.58
10.	As an engaged pre-service teacher, I would appreciate if mobile learning technology is extended to other educational level and not limit it to senior classes.	3.37
	<b>Total</b>	<b>2.98</b>

### **Association Between Male and Female Engaged Pre-service Teachers' Assessment of Mobile Learning Technology in Facilitating Blended Learning**

**H<sub>01</sub>:** There is no significant difference between male and female engaged pre-service teachers' assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development.

The study examined the association between male and female engaged pre-service teachers' assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development. Table 3 shows paired sample t-test results.

Table 3

*T-test Analysis of Gender Influence on Engaged Pre-service Teachers' Assessment of Mobile Learning Technology in Facilitating Blended Learning towards Achieving National Development*

Gender	N	X	SD	df	t	Sig. (2-tailed)	Remark
Male	165	2.86	.48	298	-.588	.557	Accepted
Female	135	2.90	.49				

It can be deduced that there was no significant difference between male and female engaged pre-service teachers' assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development. This is reflected in the findings of the hypothesis tested  $t(298) = -.588, p > .557$ . Thus, the hypothesis which states that "there is no significant difference between male and female engaged pre-service teachers' assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development" is accepted. Thus, the gender of the engaged pre-service teacher does not influence their assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development.

## DISCUSSION

The study indicated that the engaged pre-service teachers believed that the integration of mobile learning technology into classroom teaching-learning process is a positive approach to inculcate and promote blended learning instructional strategy in order to improve educational standards, which will ultimately transform to achieving national development. The finding is in accordance with the study of Ajani (2018) and Ayonote-Yusuf (2012), the researchers posited that the utilization of mobile learning technology to encourage blended learning can play an influential role in stimulating learners interest, motivating learners, and ultimately, improving the learners' performance. However, a critical outlook into the response of the engaged pre-service teachers denotes that mobile learning technology were not well utilized as expected, even though they have a positive assessment of mobile learning technology.

The study also revealed there was no significant difference between male and female engaged pre-service teachers' assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development. This finding is in line with the assertions of Shehu, Urefhu, and Promise (2015) and Abdul Raheem (2018) who asserted that the interactive and ubiquitous nature of ICT networks such as mobile learning technology which had experienced an increasing usage among human without gender biasness. Summarily, the result obtained indicated that mobile learning technology (Knowledge tablet) could be well employed to facilitate blended learning for the benefit of teachers towards achieving national development (2.98 based on 2.50 benchmark) and gender of engaged pre-service teachers' does not influence their assessment of mobile learning technology (Knowledge tablet) in facilitating blended learning towards achieving national development.

## CONCLUSION

The study concluded that there was no significant difference between male and female engaged pre-service teachers' assessment of mobile learning technology in facilitating blended learning towards achieving national development. While mobile learning technology is not characterized with gender sensitivity among engaged pre-service teachers, it also has the ability to improve the use of blended learning for achieving national development. Therefore, its' utilization must be prioritized in order to achieve its specific classroom purpose, and ultimately enhance the achievement of national development.

Based on the conclusion of this study, the study therefore recommends that the positive attribute of blended learning instructional strategy is evident across studies that have been conducted in relation to mobile learning technology, thus, Government and stakeholders should embrace, monitor, and provide adequate needed supports that teachers need in order to encourage the creation of appropriate learning situation, interactivity, individualized learning, and promote the teaching and learning process from the teacher-centered to student-centered.

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## A Review of the Roles of Dissertation Supervisors as Mentors

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### Abstract

*This paper is a review of the roles of dissertation supervisors as mentors. Primarily, research and enquiry skills are important for doctoral students. Doctoral supervisors should therefore become mentors to assist their students in developing a theory-driven and a research-based approach. The model that dissertation supervisors embed in their students encompasses different approaches that encourage doctoral students to participate in functional thinking, critical thinking, relationship development and emancipation. Effectively, dissertation supervisors should pursue mentorship strategies that will provide their students with a framework for writing to integrate different research approaches in reviewing relevant research and literature in the completion of their doctoral projects. The benefit of mentorship for doctoral students is that it creates an opportunity to develop requisite skills for academic development to conduct an enquiry based learning process. The review content is divided into subsections which explore the relationship between dissertation mentors and doctoral students with a view of assessing whether the involvement of dissertation supervisors as mentors can lower doctoral attrition rates and increase dissertation completion times. The implication and the conclusion of the paper is to urge postgraduate faculties to create a framework where dissertation supervisors act as student mentors.*

**Keywords:** *Dissertation supervisors, doctoral students, dissertation mentors, doctoral projects supervision, mentorship strategies, doctoral attrition rates, doctoral student mentors, doctoral student supervision, doctoral student mentorship*

### INTRODUCTION

Taylor, Kiley & Humphrey (2017) argue that numerous studies have been conducted to demonstrate the importance of dissertation supervisors in playing a mentorship role. In spite of the view that doctoral research students exercise a sense of independence, there is need for mentorship from dissertation supervisors. Taylor et. al. (2017) reiterate that the focus of supervision and mentorship is to instruct students in appropriate learning methodology and proper research methods. These may include various activities of mentorship such as sponsoring, coaching and assisting students in developing reflective practices in the research process. Kamler

& Thomson, (2014) observe that supervisors who oversee the work of doctoral students could develop a research framework to assist students in improving their academic research skills. Orellana, Darder, Pérez, & Salinas, (2016) outline that effective mentorship by dissertation supervisors lies in proofreading and guiding students on the research methods that are appropriate in the doctoral research process.

Dissertation supervision is essential since it assists students in understanding how they should approach the writing process at every stage of their research work. Dissertation supervisors who act as mentors can help doctoral students to fill grant application forms. The supervisors could also assist doctoral students in upgrading their papers by providing feedback on the selected thesis for the writing process. Erichsen, Bolliger, & Halupa, (2014) argue that dissertation supervisors who act as mentors resolve problems associated with conceptual thinking which teaches the process of synthesising research material to assist doctoral students in completing their projects in good time. Granted, mentorship by dissertation supervisors is an integral part of the learning process as it enables doctoral students to complete their projects within the scheduled time. Bitchener, (2016) posits that mentorship in doctoral writing is crucial as it creates a supervisory framework to implement different approaches designed to assist students in completing their research projects. Therefore, the study is intended to determine the role of dissertation supervisors as mentors to explore the benefits to students when dissertation supervisors become mentors. Furthermore, the study will seek to establish the relationship between dissertation mentors and doctoral students with a view of assessing whether the involvement of dissertation supervisors as mentors can lower doctoral attrition rates and increase dissertation completion times.

### **The Role of Dissertation Supervisors as Mentors**

Basturkmen, East, & Bitchener, (2014) observe that dissertation supervisors should adopt the role of mentors to assist doctoral students pursuing various disciplines. Dissertation supervisors have several roles in supporting doctoral students in completing their research projects. One of the principal roles that dissertation supervisors perform is a functional role where they help students in managing their projects. Pyhältö, Vekkaila, & Keskinen, (2015) have demonstrated that dissertation supervisors perform the role of assisting students to be critical thinkers where they assist students in analyzing their work critically. Dissertation supervisors should strive to develop an interpersonal relationship with students. As a matter of fact, supervisors perform the role of emancipation where they challenge students to question their knowledge base and to review it before they present a full review. Holloway & Brown, (2016) demonstrate that mentorship is essential to assess the abilities of doctoral students to be inspired to perform an elaborate research process and to complete the project. Dissertation supervisors are also preferred since they are more acceptable to students and they assist them in understanding how they should conduct the research process.

Hakkarainen, Hytönen, Makkonen, & Lehtinen, (2016) argue that writing tasks are considered to be a significant part of the completion of the doctoral project. Dissertation supervisors who are mentors assist doctoral students in completing their research projects and in assessing the root

cause of their research problems that they are writing about. Rogers, Zawacki, & Baker, (2016) argue that mentors should also encourage doctoral students to attend seminars and workshops to assist them in the research process. Devos, Boudrenghien, Van der Linden, Azzi, Frenay, Galand, & Klein, (2017) make the case that the process of mentorship is essential to assist students to develop writing skills in the project completion process. Accordingly, mentors are important as they assist students in understanding the different purposes of writing that exist with the intention of helping them in formulating ideas and in developing their research projects. The establishment of a research framework is necessary to demonstrate how effective writing strategies should be improved. Lim, Loi, Hashim, & Liu, (2015) demonstrate that dissertation supervisors who play the role of mentors play a critical role in assisting doctoral students in developing a conceptual approach which facilitates the process of collecting information from different sources to complete their research projects. Parker-Jenkins, (2018) highlights that mentorship for doctoral students is important as it enables them to focus on different academic approaches instead of working on a limited scope of the research.

Tangen & Borders, (2016) observe that the experiences dissertation supervisors possess enable them to act as mentors to doctoral students through an efficient system of self-assessment. To a large extent, doctoral supervisors play a pivotal role in assisting their students in developing their writing skills and in facilitating the creation of joint learning support groups that provide a framework to assist students in receiving the writing support that they require. According to Aitchison (2015), dissertation supervisors can also assist doctoral students in focussing on areas where they formulate practical solutions to improve on their areas of weakness. The success of dissertation supervisors is increased by mentoring doctoral students and assisting them in brainstorming, drafting and editing their research projects. Lepp, Remmik, Leijen, & Leijen, (2016) argue that academic mentors should assist students in developing a conceptual understanding of how each stage of research should be tackled with a goal of completing the project according to preset schedules and according to set requirements (Aitchison, 2015). At any rate, dissertation supervisors should assist doctoral students in performing research which is holistic and integrates core research ideas.

### **The Benefits of Dissertation Supervisors Becoming Mentors**

Taylor et al. (2017) outline that dissertation supervisors should also act as mentors to doctoral students to provide psychosocial mentorship where students are assisted in articulating their research ideas. Alternatively, dissertation supervisors could also be career mentors who assist the doctoral students in developing appropriate research channels. Pakdaman, Shafranske, & Falender, (2015) have shown that elements of role modelling, friendship and counselling should be adopted in the mentorship process. A review of the relationship between doctoral students and faculty members should be improved through mentorship and academic supervision. Mehr, Ladany, & Caskie, (2015) state that dissertation supervisors who take the role of mentors enhance their effectiveness by instructing students on the most effective research methodology to improve the quality of doctoral education that is offered. Kyiv & Thune, (2015) suggest that mentorship is important as it provides doctoral students with an opportunity of receiving helpful academic advice. It is crucial for dissertation supervisors to mentor doctoral students. Taylor et

al. (2017) further demonstrate that mentorship creates a positive environment in the academic faculty thereby leading to successful socialisation between the department and students pursuing doctoral programs. Blessinger & Stockley, (2016) reiterate that doctoral mentorship is critical in promoting psychological health and propagating student development to assist doctoral students to complete their degree programs on a timely basis. Dissertation supervisors should also act as mentors to guarantee professional development, productivity and identity development immediately after graduation.

The relationship between dissertation supervisors and doctoral students should transition from being a primary academic mentorship role of providing supervision to a new role in providing mentorship (Taylor et. al, 2017). Another objective of mentorship is to assist students in identifying job opportunities in the market and available research opportunities in the field. Carter-Veale, Tull, Rutledge, & Joseph (2016) suggest that mentors could also perform the role of advising students on upcoming conferences and give them advice on how they should balance their personal and academic life. Academic mentors who are dissertation supervisors have also assisted their students in writing grant proposals, preparing presentations and publications and assisting them in accessing research resources. Carter & Kumar, (2017) attest to the fact that dissertation supervisors should be relied upon as mentors to help doctoral students to attain requisite skills and to assist them in executing administrative tasks in their professional life. Mehr, Ladany and Caskie (2015), on the other hand state that academic mentors who are dissertation supervisors can integrate reflective teaching methods in a manner that encourages academic modelling and the coaching of doctoral students. Woo, Jang, & Henfield, (2015) argue that doctoral students who are under mentorship can improve their communication skills as they engage with their fellow students and other members of the academia to receive assistance in completing their research projects.

One of the significant challenges that have affected doctoral students is a lack of sufficient pedagogical preparation (Nethsinghe & Southcott, 2015). Dissertation supervisors who act as mentors have a supervisory role that includes educational mentoring activities which enable students to prepare for a teaching career that they may choose to pursue after completing their research projects. Ghosh, Chauhan, & Rai, (2015) insist that apprenticeship is considered to be critical in assisting students in seeking relevant courses to encourage doctoral students to liaise with their advisors to pursue a teaching career. Dissertation supervisors who act as mentors facilitate their students to gain pedagogical skills by observing them, teaching them and advising them. Berman & Smyth, (2015) conclusively state that the intention of teaching mentorship is to assist doctoral students in satisfying the academic requirements set by institutions.

### **The Relationship between Dissertation Mentors and Doctoral Students**

The role of a dissertation supervisor who becomes a mentor is to create an environment for career preparation suitable for doctoral students. Academic mentors have the responsibility of preparing PhD students to become skilled researchers in their field of study. According to Tribe & Tunariu, (2016) mentorship can be achieved by ensuring that students receive appropriate training which ensures that they can function according to the regulations set by the academic

faculty. Kumar & Coe, (2017) note that a good mentorship program provides an opportunity for socialisation by instructing doctoral students on the intricacies of academic life. In this manner, doctoral students work within a framework which enables them to understand research theories and the teaching methodology that is employed in academia as well as the functioning of different universities. Anderson, (2017) outlines that the dissertation supervisor who is perceived as a mentor guides students to achieve their academic objectives.

The creation of formalised mentoring structures is essential to facilitate idea sharing and to allow students to experiment with their ideas to gain confidence before presenting in public forums. The primary focus of mentorship should be on research and career preparation. Stockman, (2015) has shown that students who associate with the career path of their mentors are also provided with an opportunity to emulate the personalised elements of their mentors. The career path of the mentor could also create a framework which doctoral students can follow and relate to. Mehr et al. (2015) demonstrate that the desire to emulate a mentor's career path is a critical objective in promoting career advancement and in ensuring that the competence of doctoral students is considerably improved. Mentorship relationships between dissertation supervisors and doctoral students are also considered to be critical in assisting doctoral students in achieving capability and in carving out their identity in the academic sphere Aitchison, (2015) has shown that doctoral mentors can assist doctoral students in presenting their ideas coherently.

Dissertation supervisors who become mentors play a critical role in assisting students in achieving academic competence. Dissertation mentorship is made possible through asynchronous communication where feedback is provided, and doctoral students can integrate the feedback received in completing their research projects. Taylor et al. (2017) demonstrate that mutually beneficial relationships that exist between mentors and their doctoral students are considered to be beneficial and motivating than the one-sided relationships that exist between dissertation supervisors and doctoral students. Pakdaman et al. (2015) suggest that doctoral students who benefit from mentorship programs can improve their managerial, social, cognitive and communication competences.

### **The Involvement of Dissertation Supervisors as Mentors to Lower Doctoral Attrition Rates and Increase Dissertation Completion Times**

In doctoral mentorship, students are presented with opportunities that positively engage them in using alternative research methodologies to develop their research projects even as they use appropriate research methods to complete their projects. Pakdaman et al. (2015) posit that mentorship is critical for doctoral students as it ensures that a dissertation supervisor assists doctoral students in achieving research competence and in increasing their skills and knowledge levels. Cognitive capability in the completion of doctoral projects is also considered to be critical as it is necessary for providing doctoral students with expert knowledge which they can use in disseminating knowledge. Stockman (2015) exemplifies the fact that the benefits of a mentor relationship are assessed by measuring the satisfaction level, the competence level and the academic opinions of the learner.

Taylor et al. (2017) point out to the fact that dissertation supervision and mentorship is necessary to reduce the level of doctoral student attrition which is considered to be a severe problem among students in pursuing doctoral programs. By using mentors in academic research, it is possible for the competence of doctoral students to be enhanced as they will be able to attain self-efficacy in research and expertise in their fields of study. Pakdaman et al. (2015) reiterate that mentorship is critical to encourage doctoral students to get involved in professional organisations and to increase their contribution to academic research processes. In further analysis, Taylor et al. (2017) designate that mentorship also assists doctoral dissertation students to exhibit a high level of commitment, personal responsibility and motivation. As a matter of fact, effective mentorship can help doctoral students in undertaking complex tasks and in ensuring that they have access to professional guidance. Mehr et al. (2015) have shown that when students are demotivated due to the challenges they face, mentorship at the doctoral stage can assist them in regaining their motivational levels and in developing a system of self-regulation. Additionally the role of a doctoral mentor lies in assisting learners to set their goals, analyse their tasks and to monitor the development of projects in completing their dissertation.

Institutions of higher learning are required to create elaborate mechanisms to support doctoral students to complete their research projects. There should be more mentorship programs for doctoral students to establish systems to develop their cognitive abilities, their research skills and their presentation skills. The creation of mentorship programs and the role of dissertation supervisors as mentors remain critical as it enables doctoral students to acquire pedagogical skills to prepare them to teach undergraduate and graduate courses. Further research should be done to evaluate how mentors can assist doctoral students in completing their projects within the scheduled time to achieve their research objectives.

## CONCLUSION

In the increasingly complex academic environment within which doctoral students operate, it is necessary for dissertation supervisors to become mentors. This is an objective that is achievable if academic supervisors adopt a holistic approach to assist doctoral students by providing them with critical support in the research process. By utilizing the role of a mentor, doctoral supervisors assist students in presenting their research in a timely fashion. Dissertation supervisors who act as mentors also create a supervisory framework to assist students in writing papers which are holistic and conceptually sound. The use of a mentorship approach is helpful to a doctoral student who faces difficulties to complete their research projects by using integrated and varied approaches. Dissertation supervisors who act as mentors are also relevant as they assist students in completing their research projects. There is a need for further research to be conducted to establish critical factors which prevent doctoral students from completing their PhD dissertations. New research is required to determine how dissertation supervisors can become mentors to assist students in achieving their PhD programs according to pre-agreed time frames.

Going forward, there is a need to review the current set up where most dissertation supervisors are not mentors to doctoral students. This review intends to increase doctoral completion rates to ensure that doctoral students complete their dissertations rates within the scheduled time. Since

doctoral programs have a high workload, dissertation supervisors who act as mentors guide doctoral students to ensure that they have the requisite skills to complete their dissertations according to preset research methodologies to meet set research objectives. It is also essential for dissertation supervisors to act as mentors to reduce doctoral students' attrition rates.

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## Assessment of Teacher Awareness of Gifted Children and Resource Availability for Their Learning in Regular Public Primary Schools of Mwatate Sub-County, Kenya

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### Abstract

*Among the pupils with special needs in education to be found within regular public primary schools, are gifted children. The purpose of this study was to assess whether regular public primary school teachers of Mwatate Sub-county were aware of gifted children and whether resources were available within these schools, to meet their unique learning needs. The study employed a survey research design. The population of the study constituted regular public primary school teachers and special education teachers in all the fifty nine (59) regular public primary schools of Mwatate sub-county in Taita Taveta County. Purposive sampling and random sampling methods were used to select a sample of one hundred and eighty nine (189) respondents. Questionnaires were used to collect data. The data were analyzed using descriptive statistics including frequencies and percentages. The research findings were presented in form of tables. The study revealed that regular public primary school teachers were not well informed about giftedness. In addition, there were hardly any specialized approaches for teaching these children. Special education teachers attached to the regular schools and teacher counselors did very little towards helping gifted children. Workshops, seminars and in-service courses were recommended to create awareness of giftedness among regular public primary school teachers.*

**Keywords:** *Giftedness, teacher awareness, regular public primary school teachers, special education teachers, resource availability.*

### INTRODUCTION

Most nations have not only recognized the rights of children with special needs to education, but also, the need for these children to be educated in an inclusive setting (Child rights Information Network, 2010; Tan, 2012; European Agency for Special Needs and Inclusive Education, 2017). This involves providing appropriate education to learners with special needs within the regular classroom (M.O.E., 1999; M.O.E., 2009). Gifted children are among learners with special needs. However, they are usually overlooked when special needs are discussed. It is usually assumed that they would always make it even without any special assistance (M.O.E., 1999). Research shows that many identified gifted children are unsuccessful both in their academic efforts and

careers (Wang'ombe, 1991; Miraca, 1998). Due to being subjected to a curriculum that is way below their intellectual ability, these children get bored and frustrated. Some end up dropping out of school while others develop discipline problems (Tan, 2012).

Gifted children have social and emotional needs arising from their asynchronous development (Mendaglio, 2003). Their intellectual age is way above their chronological age and they are able to perceive issues that their physical size and strength cannot enable them to resolve. Thus, among other issues, they become overly concerned with social problems such as violence, social injustice and the plight of the poor which are way beyond their control. According to Moon (2002) and Cartwright *et al*, 1984, gifted children find themselves in a society that is somewhat unfriendly towards giftedness. Some teachers may express discomfort towards their inquisitive nature and they may also face hostility from their peers due to their superior academic achievements (Education and Training Committee, ETC, 2012). Thus, the gifted child has to conform to being an average achiever so as to win both the teachers' and the peers' approval. This brings about internal conflict. Gifted children are highly sensitive individuals, who are very conscious of their own uniqueness and the environment around them (Mendaglio, 2003 & Miraca 1998). Gifted children are perfectionists (Schuler, 2002) and they heavily punish themselves even when they commit minor mistakes.

There are hardly any special public primary schools for gifted children in Kenya. In addition, the Policy on Special Needs in Education (SNE) in Kenya, advocates for a departure from the traditional way of providing special education within special schools and special units, to an inclusive setting in which; special needs in education are provided for, within the regular classroom (M.O.E.S.T., 2004). Furthermore, the needs of gifted children are not as obvious as those of children with physical handicaps and they do not appear to be in need of specialized help (Wang'ombe, 1991 & Tan, 2012). These factors imply that, most of the gifted children enroll within regular public primary schools. However, the learning needs of these children cannot be adequately provided for, within the regular classroom, unless teachers are aware of them and resources are available to meet their unique learning needs. The aim of this study was to assess teacher awareness of gifted children and resource availability for their learning in regular public primary schools of Mwatate sub county, Kenya.

## METHODOLOGY

The study was carried out in regular public primary schools of Mwatate Sub County. This study adopted a descriptive survey research design. According to Cohen and Manion (1994), the aim of conducting a survey is to obtain data that can be used to describe an aspect of interest. Therefore, this design was considered appropriate for the study because the researcher endeavored to give an account of conditions as they were; concerning teacher awareness and resource availability, within regular public primary schools.

This study targeted all teachers in regular public primary schools of Mwatate Sub-county. These totaled to five hundred and fifty two (552) teachers. However, the researcher was particularly interested in the lower primary teachers, teacher counselors and teachers trained in special

education. The lower primary school teachers were considered ideal for the study, since they handled the pupils at their earliest stages of interaction with the academic content. Thus, they were best placed to identify any deviations from the norm. In addition to assisting with the identification of children with special needs, the teacher counselors have the responsibility of helping the children to develop copying skills, to enable them to be correctly disposed in order to learn. Teachers trained in special education are in a strategic position to foster the learning of children with special needs. Thus, the accessible population included two hundred and ten (210) lower primary school teachers, 51 special education teachers and fifty nine (59) teacher counselors. This gave a total population of three hundred and twenty (320) respondents.

Purposive sampling was used to include all the schools which had at least one special education teacher. They totaled to 30 schools. All the lower primary school teachers, heads of guidance and counseling, and one special education teacher in these schools, were included in the sample to give a total of one hundred and sixty one (161) respondents. The special education teachers were randomly selected in the schools which had more than one.

Questionnaires were used to collect data. These included the questionnaire for regular teachers (QRT), questionnaire for teacher counselors (QTC) and the questionnaire for special education teachers (QSET).

The validity of the instruments was established by subjecting them to the scrutiny of the researcher's supervisors and other experts from the department of Guidance and Counseling and Educational Foundations of Egerton University. The questionnaires were pilot tested in two schools purposely selected from a neighboring zone owing to their similarity to the schools in the study population. After seeking permission from relevant authorities, the researcher administered the questionnaires once and then analyzed the responses using SPSS. The QTC had an alpha of 0.84, QRT yielded a Cronbach alpha ( $\alpha$ ) of 0.76 and QSET had an alpha of 0.76. George and Mallery (2003) argue that although a coefficient of  $>8$  is considered to be good, a coefficient of  $>7$  is still acceptable. The raw data was subjected to computation of descriptive statistics including frequencies, means and percentages with the help of the statistical package for social sciences (SPSS). The results were presented in form of frequency tables.

## **RESULTS**

### **Awareness of Giftedness among Regular Teachers**

To determine regular teacher's awareness of giftedness, respondents were given seven statements which required them to state whether they thought the statements were true or false or if they were not sure about them. The results are shown on table 1.

Table 1

*Regular Teachers' Awareness of Giftedness*

No	Statement	TRUE	FALSE	NOT SURE
1.	Gifted children do not find fulfilling Relationships among their age mates	48.8	35.7	15.5
2.	Gifted children fear to fail and may never raise their Hands to answer questions during the lesson.	34.5	56.0	9.5
3.	Gifted children are highly disturbed by global problems Such as war and famine.	50	26.2	23.8
4.	Gifted children can have dyslexia.	41.7	32.1	26.2
5.	Gifted children get bored when placed in the same Classroom as their age mates.	78.6	16.7	4.8
6.	Gifted children will always do well, with or without The teachers help	47.6	52.4	0
7.	Children who are always topping the class are not Necessarily gifted.	76.2	16.7	7.1

The teachers' responses to items 1 to 7 were used to calculate the groups mean score (see table 2). Teachers had a mean score of 54.59% and a mode of 57%.

Table 2

*Regular Teachers' Group Mean Score on Awareness of Giftedness*

N	Mean	Mode	Std. deviation
84	54.59	57.14	12.17864

35.5% and 15.5%, of the teachers respectively, responded with FALSE or NOT SURE to statement 1; gifted children do not find fulfilling relationships among their age mates. 56% responded with FALSE and 9.5% with NOT SURE to statement 2; gifted children fear to fail and may never raise their hands to answer questions during the lesson. 26.2% and 23.8% of the teachers respectively, responded with FALSE or NOT SURE to statement 3; gifted children are highly disturbed by global problems such as injustices upon other human beings, war and famine which are way beyond their capacity to resolve. 58.3% responded with FALSE or NOT SURE to statement 4; gifted children can have dyslexia. 78.6% responded with true to statement 5; gifted children get bored when placed in the same classroom as their age mates. 47.6% responded with TRUE to statement 6; gifted children will always do well, with or without the teachers help. 76.2% responded with TRUE to statement 7; children who are always topping the class are not necessarily gifted.

### Role of Teachers Trained in Special Education Towards the Learning of Gifted Children.

The items on the role played by teachers trained in special education were rated on a 5 point Likert scale in which, a score of 1 indicated that the service was always offered, a score of 2-the service was very often offered; 3-often; 4-sometimes and 5-never offered. This is illustrated in table 3.

Table 3

*Role of Teachers Trained in Special Education towards the Learning of Gifted Children*

Role	N	Always %	Very Often %	Often %	Sometime %	Never %
1. Sensitizing other teachers about giftedness	24	8.3	16.7	25	37.5	12.5
2. I do not have any specific role but just teach in the regular classroom.	24	45.8	4.2	8.3	4.2	37.5
3. Help in assessing gifted children	24	16.7	16.7	33.3	20.8	12.5
4. Help in preparing IEP for gifted children	24	4.2	4.2	16.7	16.7	58.3

Only 4.2% and another 4.2% were always or very often involved in preparing IEPs for gifted children. 58.3% indicated that they were never involved. Quite a number of special education teachers indicated that they often played no specific role but taught in regular classes like other teachers (45.8%) responded with always. Majority of the teachers were only often involved in assessing gifted children and in sensitizing other teachers about giftedness (33.3% and 25%) respectively.

### Methods Used to Identify Gifted Children

Most teachers hardly ever got recommendations from the EARC (3.6%) or used Standardized IQ tests (13.1%). 96.7% of the respondents indicated to have used self prepared tests. Table 4 shows these results.

Table 4

*Methods Used to Identify Gifted Children*

<b>Statement</b>	<b>N</b>	<b>YES %</b>	<b>NO %</b>
1. Have you ever taught a gifted child?	84	72.6	27.4
2. If yes, what method did you use to assess them?			
a. Recommendation by EARC	61	4.9	95.1
b. Self prepared tests	61	96.7	3.3
c. Standardized Intelligence Tests	61	13.1	86.9
3. Do you prepare Individualized Education Programmes (IEP) for them?	61	18	82

**Methods Used to Teach Gifted Children**

Table 5 shows the results of the methods that were commonly used to teach gifted children in regular schools of Mwatate Sub County. Respondents included those who had indicated to have ever taught gifted children (table 5).

Table 5

*Methods used to Teach Gifted Children in Regular Public Primary schools*

No.	Method of teaching gifted children	N	Always (%)	Very Often (%)	Often (%)	Sometimes (%)	Never (%)
1.	I do not give them any special treatment	61	10	55	9	2	24
2.	I give them extra work that is deeper in scope.	61	28	18	12	42	0
3.	They are usually doing the next topics ahead of the other pupils.	61	23	13	24	36	5
4.	Highly gifted children are allowed to skip classes.	61	0	20	5	54	39

A greater percentage of teachers indicated that they always (10%) and very often (55%) never gave any special treatment to gifted children. A few indicated to always (10%) or very often (18%) give work that was deeper in scope.

The approach of allowing gifted children to do the next topics ahead of others was quite popular; 23%, 13% and 23% respectively; indicated to always, very often and often use the method. On skipping classes, regular teachers indicated that this only happened sometimes or never (54% and 39% respectively).

### Services offered by the teacher counselors to gifted children

Items on the services offered by guidance and counseling department were rated on a 5- point Likert scale ranging from Always to Never. Low scores indicated that the service was always offered while high scores indicated that the service was rarely offered. Table 6 shows the results.

Table 6  
*Services Offered by Teacher Counselors to Gifted Children*

Service	N	Always (%)	Very Often (%)	Often (%)	Sometimes (%)	Never (%)
1 We invite resource persons to mentor them	25	4.3	4.3	34.8	39.2	17.4
2 We provide spiritual guidance	25	27.3	13.6	22.7	22.7	13.6
3 We help in preparing individualized education programmes for them.	25	8.3	4.2	25.0	45.8	16.7
4 We sensitize other teachers on the needs of gifted children	25	21.7	26.1	8.7	34.8	8.7
5 We are not doing anything as of now	25	4.3	4.3	4.3	17.4	69.6

The results show that there was hardly any service which was consistently offered in regular schools. 4.3% of the teachers always or very often, invited resource persons to mentor gifted children. Only 8.3% and 4.2% of the teacher counselors were involved in the preparation of IEPs (item 3). Only 21.7% and 26.1% of the teachers always or very often, engaged in sensitizing teachers on the needs of gifted children (item 4). Even spiritual guidance was only always provided by a paltry 27.3%.

### DISCUSSION

From the results in, it can be concluded that regular school teachers had little to average knowledge of the characteristics of giftedness. However, a consideration of individual statements revealed that a majority of the teachers were not aware of some core characteristics of gifted children. 35.5% and 15.5%, of the teachers respectively, responded with FALSE or NOT SURE to the first statement implying that teachers were not aware of gifted children’s internal conflict between the need to fit in with peers and the need to be oneself. A majority of the teachers were unaware of the fact that gifted children feared to fail and may never raise their hands to answer questions during the lesson. This could result in the children being regarded as rude when they don’t participate in class. Teachers may therefore, develop a negative attitude towards such children. Over 50% of the teachers were either unaware or not sure of the fact that, gifted children are highly disturbed by global problems such as injustices committed against other human beings, war and famine which are way beyond their capacity to resolve. This means that the teachers may not be there to provide the much needed support as gifted children grapple with these global issues. More than half of the teachers were not aware that gifted children can have

dyslexia. Gifted children who are dyslexic therefore, risk going through primary education unidentified. This lack of awareness may be attributed to lack of adequate training on how to handle gifted learners. This aligns with studies by Szymanski, Toni and Thomas (2013) who found out teachers mostly lacked training on how to handle gifted learners. Furthermore, most of the teachers felt that their teacher training courses had little or no content on teaching gifted children.

Majority of the teachers were only often involved in assessing gifted children and in sensitizing other teachers about giftedness. From the results, it can be concluded that majority of teachers who trained in special education did very little towards helping gifted children. They were hardly ever involved in preparing IEPs for gifted children, and quite a number indicated that they often played no specific role but taught in regular classes like other teachers. This can be attributed to the fact that there were no school policies that directly addressed the needs of gifted children. These results are in line with the findings of Wairire Ndungi and Kang'ethe, (2013). Their research findings show that there were virtually no policies being implemented for gifted children in public schools in Kenya. According to Fisher, Frey and Thousand (2003), the special education teacher ought to be centrally involved in the process of preparing IEP's for gifted children. Gifted children are a great resource to a nation (ETC (2012)). They are the future inventors and carry in them the potential of resolving global problems by making discoveries in the fields of medicine and science. Special education teachers attached to regular schools can do a lot to improve the welfare of gifted children. They can be actively involved in creating awareness among other teachers of the unique needs of these children. They need to help other teachers to appreciate the learners' unique needs and this way, the teachers' attitude can improve.

Most teachers hardly ever got recommendations from the EARC or used Standardized IQ tests to assess the children. This could be due to the limited access to standardized IQ tests in Kenya (Ogoda, 2000) and also lack of conscious awareness of the need to identify gifted children. The method that was most commonly used was the second one in which teachers prepared their own assessment tests. 96.7% of the respondents indicated to have used this method. These findings conquer with the research findings by Bundotich and Kimaiyo, (2015) who found out that there were no standard techniques of identifying gifted learners in the secondary schools of Uasin Gishu County, Kenya and teachers used class evaluation tests. This method is susceptible to teachers' bias and subjective opinion and may not capture all gifted children. Gifted children, who are underachieving for some reason, may go unidentified. In addition, there is the risk of classifying students who score highly as being gifted whereas their IQ does not qualify them.

The results reveal that there was not much specialized approach to teaching gifted children. A greater percentage of teachers indicated that they did not give any special treatment to gifted children. A few indicated to always (10%) or very often (18%) give work that is deeper in scope. The approach of allowing gifted children to do the next topics ahead of others was quite popular. On skipping classes, most regular teachers indicated that this only happened sometimes or never. These results augur with studies by Sambu, Kalla and Njue, (2014). In their research, they found out that giving extra work, ability grouping were among the teaching methods for gifted students

in Uasin Gishu district. In addition, most of the teachers in their study expressed the need for a gifted students' curriculum.

There was hardly any guidance and counseling service which was consistently offered to gifted children in regular public schools. Resource persons to mentor gifted children were hardly invited. Resource persons play a big role in inspiring gifted children (Tan, 2012) and therefore, primary schools should invest in this area. Very few teacher counselors were 'always' and 'very often' involved in the preparation of IEPs. According to Cartwright *et al* (1984), the school counselor should be a member of the committee for preparing IEPs. Very few of the teacher counselors were 'always or very often', engaged in sensitizing teachers on the needs of gifted children (item 4). Even spiritual guidance was only always provided by a paltry 27.3%. Several authors have discussed the counseling needs of gifted children. Gifted children have social and emotional needs arising from their asynchronous development. According to Moon (2002) gifted children need counselors to help them to develop coping skills to fit in a society that is somewhat unfriendly towards giftedness. Gifted children are highly sensitive individuals, who are very conscious of their own uniqueness (Mendaglio, 2003). Gifted children are perfectionists (Schuler, 2002) and they heavily punish themselves even when they commit minor mistakes. According to the ETC (2012), gifted children are usually bored to death by the non-challenging curriculum; they may also be segregated or bullied by peers due to their exceptional academic performance. Gifted children have immense challenges which pose a threat to their academic progress and therefore, teacher counselors need to be deeply involved in helping the gifted children in their schools. The research findings of Bundotich, and Kimaiyo L., (2015) revealed that lack of guidance and counseling services had negative effects on the academic performance of gifted children in Uasin Gishu County. Therefore, it is important for teacher counselors in regular primary schools to be well informed on the needs of these children.

## CONCLUSION

Based on the findings of this study, it was concluded that regular public primary school teachers of Mwatate District had minimal awareness of giftedness. Teacher counselors were hardly involved in the making of Individualized Education Plans for gifted children. Teacher counselors were not aware of some significant challenges facing gifted children. There was hardly any use of standardized intelligence tests for assessing these children. These facts indicate that the learning needs of gifted children were not being adequately provided for and chances are that some may not have been identified in the first place. In addition, the children may not have any relevant guidance and counseling services available to them from the school counselors.

Using the findings of this study and its conclusions, the study recommends that workshops and in-service courses be organized for regular public primary schools, to create awareness of giftedness. Teacher training courses should give emphasis to the less obvious special education needs such as giftedness. The training courses should also have a practical element on handling an inclusive class.

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## **Influence of Organizational Culture on the Implementation of Enterprise Resource Planning Systems in Kiambu, Kenya**

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### **Abstract**

*Recently, there has been a tremendous application of enterprise resource planning systems in large companies, government institutions and corporations. Furthermore, in developed countries, due to overwhelming challenges that have emanated from the dynamic business environment there has been need to adopt sophisticated and integrated technological applications off the shelf. This study sought to assess the influence of organizational culture on the implementation of enterprise resource planning systems in Kiambu, Kenya. The study used descriptive research design on a target population of 238 respondents. They included the head of departments and employees of the human resource, accounting and finance, supply chain management, ICT, land, housing, and physical planning in Kiambu County. The Study was carried out across a sample size of 149 respondents using Stratified sampling technique and purposive sampling techniques. Quantitative and qualitative data were collected using questionnaires. Data collected were analyzed through the use of a computer application Statistical Package for Social Sciences. Based on the findings, it was established that organizational culture has a positive and significant effect on the implementation of ERP systems in Kiambu County. The study recommends that the county government of Kiambu and other county governments create a conducive organizational culture that is highly ethical with good values, procedures, and policies that can support implementation of any new technology or policy.*

**Keywords:** *Enterprise Resource Planning, ERP systems implementation, organizational culture, devolution and ERP, ERP in Counties*

### **INTRODUCTION**

Enterprise resource planning (ERP) is defined as a company-wide information system that incorporates major business functions such as accounting, human resources management, production and marketing. Introducing ERP allows companies to enjoy financial and non-financial benefits, including inventory reduction, data integration and cost reduction. Initially used for internal integration, ERP is now applied towards external integration with management executive systems and supply chain management. In fact, ERP is increasingly being recognized as a business strategy tool for improving corporate competitiveness. As a matter of fact, more small-and medium-sized manufacturers have been adopting ERP systems (Choi, 2013).

The significant growth of ERP systems has been catalyzed by the need to allow integration of various systems and their technologies that broaden business functionality due to their modular, integrated and wide enterprise functionality. Processes are automated as a result of this growth where all the functions in an organization become fully integrated in a virtual manner from basic operation to finance and making of reports. The completeness of the integrated system requires the presence of some functional modules which are core in ERP integration (Céu Alves & Matos, 2013). These may include supply chain management functions such as planning for materials, managing the supplier and purchase, and management of inventory and materials. In other cases such as human resource management, these functional modules that are core involve the recruitment processes, training, and development, management of employees, compensations and laws governing labor. In accounting and finance the modules that are core include general ledgers, accounts receivable and payables, accounting for non-current assets, billings and invoicing petty cash management.

Kenya has experienced a conglomeration in equal measure of breakthroughs and failure of ERPs. Despite the pertinent adoption of these systems, the expected feedback in terms of profitability still grapples with diminishing hopes of market share in relation to competitive advantage. More so, the public sector has continuously reported failing terribly as far as service delivery is concerned and the outcry of the ordinary citizen fails to surpass the selfish interest of political groups due to dereliction of their responsibilities.

Local research conducted by Nyagah (2006), asserts that teamwork and composition in the ERP implementer-vendor consultant partnership is a key factor influencing ERP implementation success. The research also found out that good communication and coordination between implementation partners is essential. However, Nyagah (2006) did not focus on a particular industry but based his study on the views of ERP consultants in Kenya. Mbogori (2010), argues that finances are a major factor affecting the implementation of ERP. Although the study focused on the mobile communications sector, it was a case study of a specific company and the findings cannot be generalized to the whole sector. It is in this light that this study pre-eminently focused on the fulfillment of the existing academic gaps through carrying out an assessment on the influence of organizational culture on the implementation of enterprise resource planning Systems in Kiambu, Kenya.

The adoption of ERPs is beneficial to an organization despite the time taken and resources consumed in its implementation. The systems facilitate timeliness of resources and information which then improves business processes and efficiency. In addition, the adoption allows the security and safety of information stored. As a result, organizations achieve customer satisfaction through their expansion whereby processes are scaled up. ERP adoption is tasked with the mandate of ensuring that an organization has high data security to facilitate various processes relating to growth. The benefit of this integration ensures that customer satisfaction is enhanced through the provision of timely responses and also facilitate that the customer received quality products and services within the stipulated time (Nwankpa, 2015). In addition, they allow optimum utilization of resources through proper allocation to minimize costs that are associated with wastage. Ideally, the integration of distinct functions in an organization fosters effectiveness

in arriving at reliable decisions. Unification of the functionality of departments ensures that vital information is channeled not only in the right manner but also at the right time.

In the modern era, the design of ERPs shows precision in terms of elementary components that are pivotal to the entire organization. The advancement in technology over recent years has facilitated the inclusion of graphical user interfaces with clear functions that are separated. The deployment of such techniques has allowed the clients to orchestrate the manner in which the processes are automated. Interaction of the user with the multi-functional databases has fervently minimized time wastage regarding the identification of roles and responsibilities. Customized ERP technologies also include their extensions to enormous and powerful servers that contain databases with login procedures for each user courtesy of the relational database technology architecture (Parthasarathy & Sharma, 2016).

User satisfaction largely depends on the experience of an individual on the use of computers (Matende & Ogao, 2013). Higher experience renders a user with an ability to manoeuvre around specific problems and eventually come up with solutions. Such skills are important when it comes to employing ERP in any organization including increasing the magnitude of adaptability.

There is dire need to allow user participation when adopting ERP in an organization to increase their satisfaction and in return, the users feel part of the process whereby they can contribute their insights. User inclusion in the process of adoption and implementation improves the perception of control through the development of realistic expectations pertaining to the information systems. It is out of increasing user involvement that the adoption of ERP in an organization is maximized (Costa, Ferreira, Bento, & Aparicio, 2016). Additionally, the inclusion of top-level management is a critical factor in the implementation of ERP in organizations. Their support is fervent throughout the whole process ranging from the initiation of an ERP system to facilitation until implementation. The top-level management plays an important role due to their ability to make strategic decisions. There is a close positive relationship between the support of top-level management and the manner in which users perceive them especially when an organization is adopting an ERP system (Bai & Cheng, 2010).

Cultural dynamics within organizations also affect the implementation of systems within an organization and could possibly contribute to an implementation process of ERPs (Chiang, 2013). The dynamism for instance in western countries where ERPs originated, rendered culture a critical success factor in the implementation of ERP systems by organizations. For any implementation process of any ERP systems in an organization to succeed, culture should be factored in to allow easier adaptation and synchronization with the key operational departments. This calls for the systems vendors and organizations to consider those ERP systems that are compatible with the culture of an organization. Implementation success of systems heavily relies on the fitness of the system packages adopted by an organization in relation to organizational culture (Ke & Wei, 2008).

Other studies conducted by Bradley and Lee (2007) found that it is very important to conduct user training in an organization where ERP systems seek to be implemented. They concluded

that there is increased user satisfaction as a result of effective training and hence improved productivity. However, this study stresses more on the end user training and development of ERP and therefore the identification of the research gap (Edmunds, Beidas, & Kendall, 2013).

Srivastava and Gips (2009) conducted their study on the expectations in adopting and managing ERP systems at the strategic level and they came up with some findings that there is disunity across functional departments among the managers (Dezdar, 2012a). This was due to failure to prioritize the needs of the entire organizations and instead focus on the overall organizational goal. For this reason, the top-level management injected little effort to the implementation of ERP systems since it was regarded as an IT project and was left in the hands of the employees in the IT department.

Evidently out of the literature reviewed, it is clear that organizational culture is very critical when it comes to implementation of ERP in any organization. Further, this forms the basis of this research. Hence, the study intended to evaluate the influence of organizational culture on the implementation of enterprise resource planning systems in Kiambu, Kenya.

## METHODOLOGY

In this study, a descriptive research design was employed as it allowed in-depth analysis of information systems adopted and as a result, there would be an adequate rich description and proper understanding that is essential in the analysis of ERP implementation. Furthermore, the research design was advantageous as it allowed the detailed and conclusive description of the state of affairs.

The study was carried in Kiambu county government offices both at Kiambu town and Thika town. This is because of decentralization where some functions have been divided in between the two towns.

The target population consisted of the employees of Kiambu County Government working at the human resource, accounting and finance, land housing and physical planning, supply chain management and ICT departments in both offices in Kiambu town and Thika town. The target population comprised of 238 employees situated at the head offices in Kiambu Town and Thika town.

This study adopted a stratified random sampling technique in selecting the sample of study. This technique required dividing the target population into strata. The various departments used in this study represented these strata. The strata chosen sought to split the population into important functional areas relevant to the study, that is, each department used was different in the manner through which they had implemented their ERP systems (Thompson, 2012). Once the population was divided into strata, respondents were chosen randomly from these strata which were then used in the study. Hence, a sample was selected from each stratum. Stratified random sampling was useful in the sense that it enabled an in-depth examination of each department.

A simplified formula for proportion by Yamane (1967) was used in the determination of sample size. The research used this formula to calculate the sample size and this is illustrated below. In addition. A 95% confidence level and  $p=0.5$  was assumed and Precision ( $e$ ) =0.05.

$$n = \frac{N}{1+N(e)^2}$$

Where:  $n$  is the sample size  
 $N$  is the population size  
 $e$  is the precision

$$n = \frac{238}{1+238(0.05)^2} = 149.2 \approx 149 \text{ employees.}$$

The study collected primary data from sources by use of self-administered questionnaires to the respondents. Questionnaires were advantageous in the sense that were able to capture extensive and large amount of useful data to the study both in qualitative and quantitative data. Notably, these questionnaires used contained closed-ended questions used to obtain structured responses which in many cases tended to facilitate tangible recommendations.

Validity was tested by computing a correlation coefficient and use it to compare independent and dependent variables. The study applied the internal consistency technique from the scores obtained from the single test that was administered to the respondents who were not included in the sample. Cronbach's coefficient Alpha was used to measure reliability on the questionnaires to check for internal consistency in terms of how the items were correlated. Cronbach's Coefficient Alpha was calculated by the use of SPSS software for reliability analysis.

The quantitative data collected was compiled, sorted, classified and entered into the computer for analysis using the Statistical Package for Social Scientists (SPSS). This data was presented using tables and figures. A cross tabulation and correlation analyses were carried out to present the background information against the study variables and establish the strength of the relationship between variables respectively. In the study, there was acknowledgment in cases where ideas, thoughts and opinions were borrowed from other researchers and academic scholars.

## RESULTS

### Demographic Characteristics

It was established that majority of the respondents, making up employees in the human resource, accounting and finance, land housing and physical planning, supply chain management and ICT departments in both offices in Kiambu town and Thika town were male (59%) while female were 41%. Further, the findings indicate that 22% of the respondents were having a work experience below 6 months, 19% had worked for a period between 1 and 2 years while the many (59%) of them, had a work experience above 3 years. The findings also showed that majority of the

participants in the study were staff in non-managerial positions that made up 66% while those in management positions were 20% and the senior officers were 14%.

### **Influence of Organizational Culture on Enterprise Resource Planning Implementation by Kiambu County government**

This study intended to analyze the influence of organizational culture on enterprise resource planning implementation by Kiambu County government. To achieve this, the study examined the descriptive statistics on impact of organizational culture, the extent to which Organizational Culture Supports Implementation of ERP before conducting a correlation and regression analyses.

#### **Descriptive Statistics on Impact of Organizational Culture**

The respondents rated statements on a scale of 1 to 5 where; 1 strongly disagreed, 2 disagreed, 3 was neutral, 4 agreed and 5 strongly agreed. The findings are presented in Table 1 which indicate that majority (80.2%) of the respondents agreed that the overall organizational culture promotes the acceptance of new culture among employees in the county, 79.1% on the other hand agreed that organizational culture is impacted at all levels of organization and individual in terms of values, 65.1% agreed that organization culture is impacted at all levels of organization and individual in terms of rules, 82.6% agreed that organization culture is impacted at all levels of organization and individual in terms of procedures and all the respondents agreed that strategic positioning of roles and their interpretation by actors result to influence of implementation of ERPs.

Table 1  
*Descriptive Statistics of Organizational Culture*

<b>Statement</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>Standard Deviation</b>
Organizational culture promotes the acceptance of new technology among employees	19.80%	0.00%	80.20%	4.60	0.80
Organization culture impacts at all levels of organization and individual in terms of values	20.90%	41.90%	37.20%	4.16	0.75
Organization culture impacts at all levels of organization and individual in terms of rules	34.90%	33.70%	31.40%	3.97	0.82
Organization culture impacts at all levels of organization and individual in terms of procedures.	17.40%	47.70%	34.90%	4.17	0.71
Strategic positioning of roles and their interpretation by actors result to influence of implementation of ERPs	0.00%	0.00%	100.0%	5.00	0.00

### Extent to which Organizational Culture Supports Implementation of ERP

The respondents were also asked to indicate the magnitude through which organizational culture has supported the implementation of ERP. The findings in Table 2 indicated that majority of the respondents felt that organizational culture has supported the implementation of ERP in Kiambu County to a very large extent, 27% felt it has supported to a large extent, 12% felt it has only supported to a small extent and 5% argued that organizational culture has not supported implementation at all.

Table 2

*Extent to which Organizational Culture has supported the Implementation of ERP*

	Frequency	Percentage
Very large extent	48	56%
Large extent	23	27%
Small extent	10	12%
No extent at all	4	5%
Total	86	100%

### Correlation Analysis

The findings presented indicate that organizational culture has a positive ( $r = .343$ ) and significant ( $\text{Sig} = .001, < .05$ ) effect on implementation of ERP systems at Kiambu County. These findings imply that better organizational culture in terms of better methodological support programs, regular monitoring, and on-going consultation leads to a significant improvement in the implementation of ERP systems at Kiambu County. Srivastava and Gips (2009) similarly established that organizational culture was very important in the implementation of a new policy in the organization.

Table 3

*Correlation analysis*

		Organizational Culture	ERP Implementation
Organizational Culture	Pearson Correlation	1	
	Sig. (2-tailed)		
ERP Implementation	Pearson Correlation	.343**	1
	Sig. (2-tailed)	0.001	
	N	86	86

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

\* Correlation is significant at the 0.05 level (2-tailed).

### Regression Analysis

A regression analysis was then used to test the research objectives with the equation being  $Y = \alpha + \beta_1 X_1 + e$ . The results for a model summary, fitness and coefficients are presented.

### Model Significance

The model significance was predicted by the model ANOVA table. The test for the joint significant which is given by the F statistic is 6.783 and as observed in table 4 below, it is statistically significant at 5% level of significance. This implies that organizational culture significantly explains the implementation of ERP in Kiambu County.

Table 4  
*Anova*

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>
Regression	2.315	3	0.772	6.783	.000
Residual	9.328	82	0.114		
Total	11.643	85			

Dependent Variable: Implementation of ERP  
Predictors: (Constant), Organizational Culture,

### Model Coefficients

The model coefficients were used to establish the change in the implementation of ERP given a change in organizational culture. The findings for model coefficients are indicated in Table 5.

The regression findings showed that organizational culture positively and significantly affect the implementation of ERP in the county government of Kiambu (Beta = 0.310, P-value = 0.009, < .05). These imply that taking all other independent variables constant at zero, a unit improvement in organizational culture will lead to a 0.310 unit increase in implementation of ERP in the county government of Kiambu. The findings are consistent with Dezdar (2012) who argued that organizational culture was very important in the implementation of organizational policies and that when the organizational culture is not right, there is disunity and the success in implementation decreases.

Table 5  
*Model Co-efficient*

	Unstandardized Coefficients		Standardized Coefficients		
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>	<i>t</i>	<i>Sig.</i>
(Constant)	1.955	0.575		3.4	0.001
Organizational Culture	0.310	0.117	0.273	2.663	0.009

**Dependent Variable: Implementation of ERP**

## DISCUSSION

This study sought to determine how organizational culture influences the implementation of ERP in Kiambu County Government. From the findings, 80.2% agreed that the overall organizational culture promotes the acceptance of new technology among employees, 79.1% on the other hand agreed that organization culture is impacted at all levels of organization and individual in terms of values, 65.1% agreed that organization culture is impacted at all levels of organization and individual in terms of rules, 82.6% agreed that organization culture is impacted at all levels of organization and individual in terms of procedures and all the respondents agreed that strategic positioning of roles and their interpretation by actors result to influence of implementation of ERPs. These findings are supported in a study by Bai & Cheng (2010) which established that the implementation of ERP systems always mandates a change in business process and organizational culture. Conclusively, the study found that organizational culture plays an important role during the implementation of ERP systems and consequently its success (Bai & Cheng, 2010).

The descriptive findings indicated that the organizational culture in Kiambu County is that of accepting new technology, better values, ethics, rules, and procedures. Regression findings further showed that organizational culture had a positive and significant effect on the implementation of ERP systems in Kiambu County. These findings align with a study by Nordheim, (2009) which explain that ERP is process-based, rather than function-based therefore instigating disruptive organizational changes as part of the process. Organizational culture is one of the changes that forms this process. In another study by Rabaa'i (2009), it was found that ERP technology is also known for imposing rigid norms of workflows and particular practices upon workplaces and it is well noted that ERP is dependent on changes to organizational culture.

## CONCLUSION

The findings of the study led to the conclusion that better organizational culture in terms of better methodological support programs, regular monitoring, and on-going consultation leads to a significant improvement in the implementation of ERP systems in Kiambu. There is a dire need to ensure that County governments critically consider organizational culture as a factor when they are trying to implement Enterprise Resource Planning systems due to their complexity.

The study recommends that the county government of Kiambu and other county governments create a conducive organizational culture that is highly ethical, with good values, procedures, and policies which can support the implementation of any new technology or policy. Although the study focused on Kiambu County out of the 47 counties in Kenya, there exists a contextual knowledge gap and hence the need to focus on a survey of other counties to fill this gap.

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## Issues and Challenges of Democracy, Development and Security in Nigeria's Context

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### Abstract

*The notions of Free Market economy, Democracy and Security are the key ideal for Neo-liberalism, engendered development and free humanity from the shackles of authoritarianism. With the advent of democracy and the collapse of Socialist ideology, the score card of the core tenets of Free Market and democracy reveals disappointment, despair and desperation. Indeed, the material condition of people in most parts of Africa raises more questions with regard to the promised developmental efficacy of democracy. Nigeria, (whose population the UN Department of Economic and Social Affairs, Population Division put at 196 million people in May 2018), has a feeling of national insecurity. Specifically, ethno-religious conflicts, abuse of political power and authority, armed banditry, corruption, poverty, the problem of debt burden, inflation, infrastructural decay, lack of basic needs such as health, food, water, education, housing etc., unemployment, Boko Haram insurgency in the North-East, the phenomenon of herdsmen, restiveness of youths in the Niger-Delta and Kidnapping are among the many factors contributing to this feeling. Using secondary sources of data, this paper addresses the relationship between democracy, development and security. It questions whether democracy is entrenched into factors that impede development and pose credible threats to security notwithstanding what connects democratization, violent conflicts and lack of development in most third wave democratic societies in Africa. The implication is that national insecurity can pose serious challenges to democratic consolidation and development which tends to undermine a country's democracy, development and security. It is recommended that, unless democracy is permeated into the mechanism for effective management and resolution of conflict and strict compliance adhered to, democratic consolidation and development in Nigeria or anywhere else cannot be achieved.*

**Keywords:** *Democracy and security, development and security, democracy and security, Boko Haram, Nigeria security context, third wave democracies*

## INTRODUCTION

Democracy like most concepts in the social sciences has no universally accepted definition. This is so because scholars have conceptualized it from different perspectives. The development of democracy and the dynamism that characterized its development have led to varying democratic theories, each explaining different type(s) of democratic systems. These differences have compounded our understanding of democracy as a concept and as a system of government. For instance, there is a serious theoretical tension between democracy defined as a form of rule characterized by universal suffrage, regular elections and basic civil rights and democracy conceptualized as Political equality in actual practice (Tar & Mustapha, 2016). This tension according to Kura (2009) stems from procedural and substantive democracy. *Proceduralists* emphasize on meeting the basic criteria of democracy; of establishing all necessary institutions of democracy, irrespective of whether they function according to the basic tenets of democratic values (Kura, 2009). Furthermore, Kura (2009) attests that *Substantivists* on the other hand, go beyond the basic procedures to define a democratic system as one whose institutions are indefatigably functional. It is vital, however to emphasize that using empirical illustrations from Nigeria, it can be argued that establishing mere elements of democracy does not make a country democratic.

Be that as it may, it is vital to look at a few definitions of democracy as advanced by scholars. Lord-Mallam (2016) sees democracy as a form of government in which the sovereign power resides in and is exercised by the whole body of free citizens directly or indirectly through a system of representation as distinguished from a monarchy, aristocracy or oligarchy. Democracy is a moral imperative, as it entails a permanent aspiration of human beings for freedom, for a better social and political order, one that is more human and more or less egalitarian. It is a form of rule based on the respect for the rule of law and political civil rights of individual citizens. For Bawa (2012), democratization is a process of change towards more democratic forms of rule-that is, a process in which a political regime opens up and extends more civil and political liberties to individual citizens in an attempt to achieve basic goals of good governance, transparency, and equality among citizens. A country is democratic depending on the extent to which institutionalized mechanisms exist. Democracy is supposed to provide a functional government and a responsible citizenry.

The rise of globalization has brought to the fore the issue of democracy and democratization in Africa and other parts of the world. The World Bank and the International Monetary Fund (IMF) have been used as tools by the Western World to propagate the gospel of Western type democratization which tends to disempower third world states in their quest for economic growth and development. Tedheke (2016) argues that democracy requires equal development, otherwise it cannot give equal opportunities to all, and it cannot incorporate all to articulate their interests and to negotiate them. It cannot also produce a political community in which all are able to enjoy rights and avoid compromising justice. This is because it takes the development of consciousness

and capabilities to seek and enjoy justice. That is why development especially equal development in this broad sense, is an integral part of the process of democratization.

The concept of security like the concepts of democracy and development respectively is prone to multiple interpretations. This is so because security is a multi-dimensional phenomenon. There are two basic trends concerning security: One is the strategic or conventional perspective which is predicated on the primacy and centrality of the state to preserve its independence and sovereignty (Bawa, 2012). Here, the military aspect of state power is highly emphasized. This then means that security must be the protection of all values previously acquired otherwise; it becomes irrelevant. If this is the objective view of security, then the subjective view is the absence of fear that such values will be attacked. The second is the economic non-strategic or non-conventional (Bawa, 2012). The point of emphasis here is on economic development as the essence of security. This perspective on security sees the creation and sustenance of conditions that allow people to meet their basic necessities of life e.g. food, shelter, clothing and other psychological needs as the essence of security. Thus, the security of any nation lies not solely or primarily on its military capability, but equally in developing relatively stable patterns of economic and political growth. Alkali (2018) suggests that the root of man's security does not lie in his weaponry but lies in his mind.

Be that as it may, contemporary opinions in development studies establish a close relationship between security and development. It is now widely accepted that security is closely interlinked with development in a mutually reinforcing manner. In other words, there can be no development without security just as there can be no security without development. Security is part of the essential ingredients for nation-building and development. Therefore, the importance of security as the driving engine for socio-economic and political development cannot be over-emphasized (Jae, 2018).

The emergence of this school of thought creates a new era for substantial understanding of real needs for security through development. Conceiving security along this line, Muhammad (2018), posit thus, security must start from the level of meeting what is basic to human life before moving to the provision of protection against physical violation. Similarly, Bawa (2012) sees security as the ability of a country to maintain its sovereignty, deal with its political, economic, social and other interests. Dunmoye (2012), in his analysis of security identifies three important aspects that link security with development. These are raising people's living standards which is their incomes and consumption of food, medical services, education, shelter, etc. through relevant economic process; creating conditions that are conducive to the growth of people's self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect and increasing people's freedom to choose by enlarging the range of their choices-social, economic and political.

Development presupposes the provision of basic needs which individuals require to survive and live a meaningful life: housing, clothing, food and minimal education. Development must seek to bail people out of primary poverty. Development implies freedom from want and ignorance and squalor which prevent people from determining their destinies (Tedheke, 2016). Improvement of

global quality of life means the implementation of change that ensures every person a life of dignity; or life in a society that respects and helps realize all human rights. These changes must include the eradication and alleviation of widespread conditions of poverty, unemployment, and equitable social conditions (Alkali, 2018). It should however be noted that development should be sustainable. Hence, sustainable development ensures the well-being of the human person by integrating social development, economic development, and environmental conservation and protection. Thus, sustainable development highlights the nexus between stable economic and social development and national security. It is true that national security requires stable socio-economic development. However, for socio-economic development to be stable, it has to be pursued on the basis of sustainable development (Omah, 2013). Development is basically about transforming the society, empowering the people to maximize their potentials and meet their daily human needs.

The capacity to ensure survival remains the most important pre-occupation of human beings, because nobody can engage in any productive or leisure activity unless the safety of life is assured. In other words, the meaning of security should go beyond the conventional perspective which sees security essentially as safeguarding a state from external attack but also meeting basic human needs (Bawa, 2012). What cannot be ignored however is the fact that to any nation-state, security is essential to human existence. (Salawu, 2010) contended that national security is multi-faceted, going beyond physical protection to encompass political, economic, environmental, cultural and social security. Moreover, Salawu (2010) concurs that national security means survival and pursuit of freedom from threat and ability of a state to maintain its independent identity and functional integrity against the forces of change, which are considered inimical to development. Therefore, security and development are intertwined and mutually reinforcing. Security promotes development of any nation and development on the other hand enhances the nation's security.

Since the end of the Cold War in the early 1990s, one of the dominant themes in academic and policy discourses the world over has been the dizzying pace of the globalization of the core tenets of Neo-liberalism. At the heart of globalization as a social phenomenon is the quest for the spread around the globe, of the notions of Free Market economy on one hand and Democracy and Democratization on the other hand (Lord-Mallam, 2016). Advocates of the ideals of Neo-liberalism, notably the United States, Britain, the Bretton Woods' institutions, etc., argue that the institutionalization of these mutually interacting and re-enforcing ideals will engender development and free humanity from the shackles of debilitating authoritarian forms of ordering society (Nwagboso, 2012). This line of thinking enjoyed near unrestrained spread due to the decline of Socialist ideology as a major contending ideology, and the disintegration of the defunct Soviet Union. However, following the end of the Cold War and the onset of the globalization process, almost half the countries of the World were democratic. According to recent data, more than 87% of the states of the world had turned the democracy corner by the end of the first decade of the 21<sup>st</sup> century (Lord-Mallam, 2016).

Asian and African states (also known as Third Wave Democracies) were not left out of this trend. In almost all of so-called Third Wave democracies, the processes of democratization and

market reforms were characterized by wide spread euphoria, high expectations of better health services, education, physical infrastructure, improved living conditions, greater freedom, liberty, etc. However, almost two and a half decades after, the score card of the trend in the institutionalization of the core tenets of Free Market and Democracy reveals disappointments, frustration, despair and desperation. In Nigeria, the current population as estimated by Human Development report for instance has over 196 million people. Other variables indicate that adult Literacy is 44% and the percentage of people living in poverty is 49% as against 43% in 1985. The percentage of population without access to safe portable water is 60%; and the percentage of population without access to basic health facilities 49% while unemployment is pecked at 43.3% (UNDP, 2015). In 2015, the percentage of Adult Literacy was 59.6% against 51.1% in 2008 (World Health Statistics, 2011).

Despite the launch in 2005 of the National Health Insurance Scheme (NHIS), 14 years on in 2019, less than 10% of Nigerians have health insurance schemes (Hafez, 2018). In the same period, the frequency, intensity and sophistication of violent conflicts have increased almost dramatically. According to Bawa (2012), there have been more violent conflicts in Nigeria in the first five years since the return to democracy than there were in the corresponding period under military authoritarian rule. Indeed, since 1999, the militancy in Nigeria's Niger Delta, North East, Middle Belt, South East, South West, etc. assumed a more violent and destabilizing dimension as a result of which the peace, development and security of the nation were significantly adversely affected.

In light of the foregoing, one of the major questions that dominate discussions in academic and policy circles is; what is the co-relation between democracy, development and security? In other words, is democracy engrained into the factors that retard development and pose credible threats to security? If not, how do we explain the link between democratization, violent conflicts and stunted development in most third wave societies in Africa? These questions become particularly germane in view of the democratic reversals in Mali and Guinea Bissau on one hand and the reversal in the electoral fortunes of political parties in France and Greece owing to economic and financial crises on the other hand for instance. Answering these and other related questions has evolved two major categories of argument. First is the category that argued that on the contrary, authoritarian regime types are much more positively co-related to development a prevalence of secured society because they possess the required discipline with which to instill the change required for growth and development (Gaji, 2016). Often, such points of view readily point to Taiwan, Indonesia, Korea, China, etc. as examples of the capacity of authoritarian regimes to effectively organize the process of development.

On the counter side of this argument is the submission that, instrumentally, democracy has proved to be an institutional guarantee that the policies and laws created by a government will reasonably reflect or fit with, the fundamental interests of the people (Ingelhart and Welzel, 2009). Thus, if the rich and age-long engagements with this simple but fundamental question on the relationship between democracy, development and security has not yielded any conclusive answers, where then should we seek answers to the question? What is responsible for the seeming inability to explain how and why authoritarian states engender development in their

society (China, Korea, Indonesia, and Taiwan), while democracies (Greece, Spain, Italy, France) face economic and financial crises typical of non-developed societies? The seeming inability to empirically establish a link between democracy and development could be due to *methodological flaws* adopted by various studies on the subject matter. Mutua (2009) argued convincingly, that reasons behind the optimism that greeted the Third Wave of democratization, especially in Africa, are to be located in the attenuated capacity of Civil Society, the Character of the Post-Colonial African State and the role of the ruling elites. Simply put, we could ask; how democratic is our developmental process and conversely, how developmental is our practice of democracy? It is in view of the issues raised above that this paper is structured to re-examine the issues and challenges of democracy, development and security in Nigeria and threats to Nigeria's security and development.

### **Issues and Challenges of Democracy, Development and Security in Nigeria**

The academic and policy debates posed by this discourse have raised the contentious issues of Africa's weak and fragile democracy. The inability of most states in Africa to have sustainable development in spite of being democratic as well as the security implications on the overall socio-economic and political development of the continent and Nigeria in particular leaves more to be desired. More than anything else, the greatest obstacle to the country's democracy is the pervasive insecurity of lives and property, as evidenced by the spate of armed robbery attacks, assassinations, kidnappings, armed banditry, ethnic and religious conflicts, coupled with the seeming helplessness of security agencies to handle criminal acts. The increasing number of unemployed Nigerian youths, some of whom are already recruits for criminal activities continue to plague Nigeria (Okechukwu, 2012). The above assertion from an editorial comment by the National daily epitomizes the central argument of this section. As rightly observed by Oshio (2009), for Nigeria and most African countries, the economies are in an abysmal state. The worsening economic conditions have been generating a mix of domestic, social and political tension. Nigeria is today plagued with social disorder, insecurity, poverty, illiteracy, balance of payment deficit, poor health statistics, ethnic and religious conflicts, corruption, crime and criminality among others which makes development elusive. The imperativeness of sustainable development in Africa is that the right to development implies the right to improvement and advancement of economic, social, cultural and political conditions. Improvement of global quality of life means the implementation of change that ensures every person a life of dignity; or life in a society that respects and helps realize all human rights (Lord-Mallam & Mijah, 2018). These changes must include the eradication and alleviation of widespread conditions of poverty, unemployment, and inequitable social conditions. Sustainable development ensures the well-being of people by integrating social development, economic development, and environmental conservation and protection. The goal of sustainable development is to permanently improve the living conditions of human beings. For this purpose, social and economic developments must be carried out in a way that is environmentally and ecologically sound; ensuring the continual rejuvenation and availability of natural resources for future generations.

In analyzing the historical perspective of the country's democratic and developmental challenges the crises of governance in particular, mounting foreign debt and balance of payments deficits,

rapid socio-economic decline, the failure of military regimes to maintain legitimacy in the face of constant mass protests and civil society struggle etc. are pivotal factors in Nigeria's political history (Alabi & Aruna, 2016). This desperate situation influenced interventions from Western countries and donors by way of imposed regimes of structural adjustment and political conditionality as terms for debt relief. However, rather than delivering democracy, good governance and empowering civil society, donor interventions reproduced socio-economic disparities and repressive state actions which were negating to the achievement or survival of democracy. As a matter of fact, Tedheke (2016) argued that liberal democracy, even at its best, is hostile to the idea of people having effective decision making power. The essence of liberal democracy is precisely the abolition of popular power and the replacement of popular sovereignty with the rule of law. As it evolved, liberal democracy got less democratic as its democratic elements, such as the consent of the governed; the accountability of power to the governed and popular participation became weaker. Tedheke (2016) contends that the problem is not that development has failed, but that it was never really on the agenda. He further maintains that political conditions in Africa are the greatest impediment to development.

The Nigerian state, like most other African states, has become corrupt and elitist while its economy has continued to be extroverted, exclusionary and inequitable. These attributes of the state were manifested in the apparent incapacitation of state's institutions and agencies to fight unbridled corruption, inefficiency and similar ills in society. Indeed, almost all sphere of public life, including the judiciary have been fingered severally for miscarriage of justice, its recent credentials in support of democracy notwithstanding. This nature of the state allowed for the appropriation of state resources for personal benefits, thereby denying the general public the much desired development infrastructures. As a result, despite the huge budgetary allocations road networks are bad as vital as they are to national economic development. Similarly, the energy crisis in Nigeria and its effects on development are testimony of the corrupt and insensitive nature of the Nigerian state. A major factor responsible for the collapse of industries and other economic engagements in the medium industries sector has been the unreliable power supply and the cost of maintaining private sources of electricity (Tedheke, 2016). This too, contributes to the problem of youth unemployment in the country. Indeed, in the context of the renewed vigor by the Nigerian state for the implementation of reforms in the country, the new found market economic policies have continued the polarization of the society along the inequitable patterns engendered by colonial interests, much of which remains in place. Thus, in Nigeria, economic management by the state (characterized by widespread and unrestrained privatization of the national economy, trade liberalization and the deregulation of critical sectors of the national economy such as the petroleum industry) have combined to sap the economic reform process of the vital ingredients for development and security (Tedheke, 2016).

The Structural Adjustment Programme (SAP) was introduced in Nigeria in 1986 as a macro-economic policy aimed at halting the worsening economic fortune of the state. Following the global recession of the 1980s, the SAP was recommended by the International Monetary Fund (IMF) as the appropriate cure for the economic situation in many African states. However, the premises and logic underlying the IMF therapy of structural adjustment have been found wanting (Alkali, 2018). This Western-inspired solution to the sea of economic crisis that bedeviled

Nigeria in the early eighties yielded no positive but negative results. It merely reinforced the country's structural dependence on the West (Tedheke, 2016). This accounts significantly to the economic challenges i.e. balance of payment deficits, high inflation rate, high rates of unemployment, poverty and serious food shortages among others.

Politically, although there has been a flourishing and robust Civil society in Nigeria, especially since the return to civil governance in 1999, and significantly aided by the availability of Information and Communication Technologies (ICTs), its impacts as the counter force between state and society in Nigeria leaves much to imagination. Thus, despite the flourishing mass media (print, electronic and social), very little evidence of citizen journalism (or investigative journalism) that could check the state effectively exists. Issues get drawn to the domain of public discourse only to ebb out without the public knowing their resolutions. In other words, the conduct of the media as a vital component of civil society adds to the opaque nature of the official zone of public service. Similarly, the increasing privatization of labour laws and employment relations in the country attenuates the capacity of labour to effectively organize for the purpose of moderating the excesses of the state against society (Alkali, 2018).

### **Threats to Nigeria's Security and Development**

In the discourse of security in Nigeria, several causes of security crisis in the country that pose grave consequences to national development have been identified. One of the major threats to internal security in Nigeria is the asymmetric war by Boko Haram religious extremists against the state (Osuji, 2013). Other threats include the militancy in the Niger Delta, Kidnappings, ethno-religious/sectarian conflicts, herdsmen crisis as witnessed in some parts of the country as well as armed banditry among other violent crimes. According to Osuji (2013), the activities of Boko Haram sect represent the greatest threat to Nigeria's internal security. The sect's objective is to destroy the present democratic institutions and for this reason, embarked on a series of bombing of public facilities and killings of innocent lives in a spate of terrorist attacks unprecedented in the history of the nation.

Nigeria is a multi-cultural and multi-religious society comprising of nationalities, sub-nationalities and various conglomerations of people with peculiar cultural identities, social structures and traditions. Hence, ethno-religious conflicts have greatly hindered development in the country. Salawu (2010) noted that ethno-religious conflicts is a situation in which the relationship between members of one ethnic or religious and another of such group in a multi-ethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation. In Nigeria, ethno-religious conflicts tend to have claimed many lives and this is unfavorable to development and security of the nation. In fact, ethno-religious conflicts appear to have bedeviled Nigeria (Jae, 2018). Over the past decades of her nationhood, Nigeria has experienced a palpable intensification of religious polarization, manifest in political mobilization, sectarian social movements and increasing violence. To a large extent Lord-Mallam & Mijah (2018) observed that, the structural imbalance in the ethnic, religious and regional composition of Nigeria and the manipulation of such identities can be said to be responsible for the various ethno-religious and even communal

conflicts in Nigeria, especially in the more heterogeneous Northern part of the country. It also explains the attacks, in the past decade, on the Igbos in Kano on one hand, and the reprisal attacks on Northerners (Hausas) in Enugu and other parts of the Igbo dominated Eastern Nigeria, on the other hand; not to mention the various ethno-religious conflicts in Kaduna State and also the 2018 and 2019 Kajuru communal conflicts; Jos in 2002/2018 and Numan in 2003/2004/2019, etc. (Jae, 2018).

Another challenge facing development in Nigeria is the issue of unemployment. The rising spate of unemployment especially youth unemployment has attracted youths to engage in violent conflicts and social crimes in the country. Unemployment has a severe negative implication on national development in Nigeria as most of its productive force is unemployed (Alkali, 2018). As a result of the high level of unemployment and poverty among Nigerians, the youths are adversely attracted to violent crime (Adagba, Ugwu and Eme, 2012). In his own contribution to the debate on national development, Nwagboso (2012) argued that the failure of successive administrations in Nigeria to address challenges of poverty, unemployment and inequitable distribution of wealth among ethnic nationalities is one of the major causes of insecurity in the country. What this implies is that poverty and unemployment increase the number of people who are prepared to kill or be killed for a given cause at token benefit. In addition, crime, prostitution, cultism, cultural decay, hunger and robbery among others are intensified as a result of unemployment.

There has been a resurgence of violence in Nigeria's Niger-Delta which had resulted in economic and humanitarian tragedies. Ethnic militias and cult groups have emerged with available use of small arms and light weapons which made the Niger Delta, a devastated area. The phenomenon of ethnic and private militia, the availability and use of sophisticated fire arms enabled militant youths inflict severe damage on oil infrastructure thereby disrupting oil production. The crisis of the Niger-Delta was exacerbated by emergent issues of gross distortion of Nigerian federalism in respect of resource control, citizenship rights and environmental degradation (Ashimolowo and Odiachi, 2012). The activities of Niger-Delta People's Volunteer Force (NDPVF), Movement for the Emancipation of the Niger-Delta (MEND) and Niger-Delta Avengers (NDA) among other Niger-Delta militant groups has led to disturbing national security concerns. Certainly, militancy and youth restiveness in the Niger-Delta manifested by the disruption of activities of Multi-national Corporations (MNCs), illegal bunkering, pipeline vandalism and kidnapping among others, have grossly affected the oil revenue that accrue to the government and subsequently hampered the socio-economic development of the nation (Tedheke, 2016). Despite the Amnesty Programme put in place by the late President Yar'Adua to reduce militancy in the Niger-Delta area and Nigeria's government current initiatives to bring about lasting peace in the area, disruption of oil facilities have continued in the region; and this is unfavorable to the peace, development and security of the region in particular and the country in general. It is this trend in the dynamics of the Nigerian economy that combined with other factors to manifest in the form of the violent activities by militant groups in Nigeria's Niger Delta, the activities of the separatist group MASSOB (Movement for the Actualization of the Sovereign State of Biafra) in the South-East of the country, and more significantly, of the insurgent terrorist group *Boko Haram* in the North of the country (Jae, 2018).

Further, the growing interconnectedness between nations and their economies, and the internationalization of the state, to the detriment of the local or national roles of the state for the service of international capital, as well as the rising influence and roles of international actors (state and non-state) in the governance of the public domain in most African countries have combined in several respects to challenge and even incapacitate the state with regards to the performance of its primary responsibilities to its citizens. This trend has had consequential impacts on state-society relation and by extension on the dynamic interactions between democracy, development and security in most of Africa and Nigeria in particular.

To start with, a significant effect of the roll-back of the Nigerian state, and its subsequent internationalization has been the erosion of its legitimacy and the weakening of its capacity to effectively regulate the conduct of all the categories in its domain. Thus, today, the traditional claim by the state to the exclusive right to legitimate use of violence is openly challenged by violent non-state actors whose activities questions the state's sovereignty. Indeed, in more aspects than this, the low degree of compliance by citizens to state directives, even on matters of critical importance to the citizens, shows loss of legitimacy. This is the result of the violation of the wishes and expectations of the people as often expressed through elections.

Systemic corruption in Nigeria has been institutionalized and become part of the culture of most African countries. In Nigeria for instance, corruption is deeply rooted and widespread in our societies that many tend to accept it as a norm. Corruption has eroded national values in Nigeria. Iduh (2011) asserts that corruption has been described in the academic circles as a cancer militating against Nigeria's development. As rightly observed by Nwolise (2013), insecurity endangers human and national development, enhances poverty, discourages investment, and dampens the zeal for hard work. It manifests in stealing of public as well as private (corporate) funds (much of which have been unpatriotically transferred to Europe), abuse of office and power, and extortion of money from innocent citizens. Irrefutably, security is an essential condition for sustainable development and self-reliance in countries lacking stability and security such as Nigeria. It promotes business, catalyzes development, promotes social values, enhances moral life, attracts divine blessings and favor, and makes citizens stand shoulder high as a proud people anywhere in the world.

## CONCLUSION

In summary, the general sources of national insecurity which pose serious challenges to democratic consolidation and development in Nigeria among others include, the abuse of political power and authority, armed banditry, corruption, poverty, the problem of debt burden, infrastructural decay, lack of basic needs such as health, food, water, education, housing etc., unemployment, Boko Haram insurgency in the North-East, the phenomenon of herdsmen and restlessness of youth in the Niger-Delta. These situations tend to undermine the country's democracy, development and security. In its very essence, democracy is inherently imbued with the mechanism for the effective management and resolution of conflict. Since sustainable development leads to security, this then implies that compliance to democratic tenets must be

imbued into Nigerians and the Nigerian system to ensure a secured society. Also, effective mechanisms for the management and resolution of conflict must be put in place and by this; equity in the distribution of resources is first step. This is expected to cater for improvement and advancement in all facets of the society.

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## Prevalence and Severity of PTSD among Children in Children's Homes in Nyeri County Kenya

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### Abstract

*A vast majority of children and adults in the world experience PTSD in their surroundings which remains a significant health social problem affecting their mental and physical health, work, and relationship. Traumatic events serve as vulnerability markers for posttraumatic stress disorder (PTSD). The rates of exposure to traumatic events have been shown by various studies across the world although none have been conclusive enough to cover the prevalence and severity of PTSD within specific communities. The purpose of this study was to establish the prevalence and severity of PTSD among children in children's homes in Nyeri County, Kenya. The study adopted a Quasi-experimental research design on a target population of two hundred and thirty five children from the two selected children's homes in Nyeri County. Stratified random sampling procedure was used to arrive at the sample of one hundred and sixty children. The study used semi structured questionnaires and CPSS-SR-V, a PTSD symptom measure based on DSM-5 to collect data from children. The validation of research instrument was done by subjecting the items in the questionnaire to content validity and its reliability determined using Pearson chi-square test. The data analysis was computed with the help of Statistical Package for Social Sciences (SPSS) version 23. Findings from the study showed that male children between 10-13 years of age are the most affected by PTSD. The research is likely to improve practice in PTSD therapy by reviewing and presenting findings on its prevalence and severity among children in Nyeri County, Kenya.*

**Keywords:** *Post Traumatic Stress Disorder, trauma, prevalence of PTSD, severity of PTSD, PTSD in Nyeri, children and PTSD*

### INTRODUCTION

PTSD (Post Traumatic Stress Disorder) is a complex and chronic mental disorder caused by exposure to a traumatic event (Xue, Tang, Liu, Kang & Wang, 2015). According to Tull (2018), the condition develops after some stressful events such as sleep disturbance, recurrent dreams, withdrawal, frightening thoughts and memories or flashbacks associated with the life stressors. Traumatic life events such as: sexual abuse, crime, neglect, rape, civil wars, natural disasters, exposure to domestic or community violence can affect children, adults as well as older persons

(Moroz, 2005). Traumatic events commonly present three characteristics that include: a threat to life, a threat to physical integrity and experience of being outside of the normal range of life experiences (Bui, Ohye, Palizt, Olliac, Goutaudier & Raynaud., 2014). Persons experiencing PTSD suffer distressing symptoms that include intrusive and recurring thoughts of the traumatic experience, avoidance of reminders of the trauma, emotional numbing, irritability, trouble sleeping or concentrating, physical and emotional hyper arousal.

Statistics show that Canada has the highest rate of PTSD prevalence among adolescents with 20.2%, followed by Africa at 20.1% (McElvaney, 2014). The incidents of traumatic events experienced by children have become a major social health concern globally. Some of the traumatic events affect up to 25% of children around the world. In the African context children who are born in conflict and war-ravaged countries are likely to become victims of violence and horrors associated with these wars (Kaplan, 2005). Sub-Saharan Africa is home to a substantial number of children who are vulnerable to armed conflicts. In Kenya, several studies have been conducted related to PTSD prevalence among children and adolescents on behavioral and emotional problems among Kenyan youth aged 11 and 18 years, following the 2008 post-election violence (Harder, Mutiso, and Khasakhala, 2011). The study found that 6 months after being exposed to the post-election violence of 2007, 21% were diagnosed with PTSD (Harder, Mutiso, and Khasakhala, 2011). This seems to give the impression that young people can be easily manipulated by politicians to commit violence which in turn affects them making them vulnerable to suffering PTSD. A study Carried out at Kenyatta National Hospital study reported violence and sexual abuse to be more common forms of traumatic events in the young population (Ombok, Obondo, Kang'ethe & Atwoli, 2013). These findings on election violence and sexual abuse are striking. They appear to support link between these traumatizing events and the development of PTSD in children in Kenya.

Trauma has become a common experience for children in Kenya as a consequence of disturbing life events. Kaminder (2005) in reference to Ombok et. al (2013) states that the term was first conceived among adults only. There has been increasing recognition that children also undergo traumatic events the same way adults do. Thus, understanding of the effect of traumas seems to have developed from studies with adults before it was applied to children with trauma exposure. Affected Children need treatment in order to be able to cope better with life beyond the traumas. In Africa, institutionalized care is viewed primarily as a source of psychological stability and recovery from trauma. (Rachel, 2015). However, if traumatic exposure is left untreated, it can lead to a variety of serious psychological health problems. (Dube, Felitti, Dong, Giles, & Anda, 2003; Finkelhor, Ormrod, Turner, & Harmby, 2009; Ford, Elhai, Connor, & Frueh, 2010). Essentially, they run the risk of developing significant emotional and behavioral difficulties.

Psychological distress in children varies according to age, cultural meanings attached to trauma, coping mechanisms, as well as past life stressors. Children with psychological distress may also show evidence of behavioral changes in their attempt to adapt to and cope with these distressing negative events (Bui et al., 2014). Following a child's exposure to trauma, the experience of PTSD symptoms may persist into adulthood and may have debilitating negative effects on a child's psychological well-being (Warshaw, Massion & Keller, 1993; as cited in Cohen,

Deblinger, Mannarino, Perel, & Staron, 2007). As a mental disorder, PTSD can hinder enjoyment of life in children leading to full blown PTSD. Children who have undergone trauma often appear as fearful, anxious, depressed, angry, hostile and aggressive. Additionally, they may also engage in sexually inappropriate behavior, feel isolated and stigmatized, exhibit poor self-esteem, find it difficult trusting others and in extreme cases abuse substances (Hamblen & Barnett, 2013). From this body of literature, it sounds as if exposure to trauma and traumatic life events can put a child's life in disarray hence compromising the quality of their life. Various efforts have been made to address and manage the problems and psychological distress associated with PTSD.

Globally, there seems to be little if any population-based epidemiological study that has examined PTSD prevalence among children and adolescents. The African studies cited so far demonstrate a growing awareness that PTSD is not extraterrestrial to Africans. There is, therefore, a great need to address the problem of PTSD in children and the causal factors that foster its development on the African child. This study sought to establish the prevalence and severity of PTSD among children in children's homes in Nyeri County, Kenya.

## METHODOLOGY

The study adopted a mixed research approach to establish the prevalence and severity of PTSD among children in children's homes in Nyeri County, Kenya. A quasi experimental research design was utilized for this study with the various methods of collecting information from a sample of children to establish the prevalence and severity of PTSD.

The target population comprised of 235 children from two selected children's homes in Nyeri County of Kenya, namely, Karatina and Mahiga respectively. These children were between the ages of 10 to 16 years.

The sample size for this study was calculated based on the registered children who had experienced a traumatic life stressor and who met the criteria for PTSD according to DSM 5 criteria as measured by the testing instrument used. The sample size was calculated using the formula by Chow, Shaw and Wang (2003). The sample size consisted of 80 participants whereby; there were two groups hence, a total of 160 participants were recruited for this research study. An attrition rate (loss of assigned participants) of 20% was added to the calculated sample size, to avoid bias to validity. To arrive at the sample of children who participated in this study, purposive random sampling was adopted to target respondents with particular demographic characteristics such as age, gender and presence of PTSD symptoms.

In regards to the research instruments of study, semi structured questionnaires were administered to the selected children as well as the CPSS-SR-V, which was a PTSD symptom measure based on DSM-5. The reliability of the questionnaire used was determined using Pearson chi-square test to determine the pre-treatment equivalence variables by drawing up comparison between the study groups while t-tests were used to compare distribution of continuous variables.

After the data had been collected and thoroughly screened for any missing information, it was entered into SPSS version 23 where it was subjected to analysis. Upon entry, the participants' identity was coded using a combination of alphabetical letters and Arabic numbers for each group. The statistical analysis of data was done by subjecting continuous and categorical constructs/variables to descriptive statistics. During the data analysis, distribution of social demographic characteristics of participants were examined besides the research variables by use of bivariate and univariate statistical procedures.

## RESULTS

### Demographic Characteristics of the Respondents

The social demographic characteristics of participants were sought with the aim of establishing the distribution of children by gender, age, school level, parent's occupation and income, number of siblings and upbringing. Slightly more than half (52.6%) of the respondents who participated in this study were male as compared to the female respondents who were 47.4%. This implies that male children who are affected by PTSD are more than the female children. Majority (82%) of the children were between the ages of 10-13 years, while 46.1% were between 14-16 years of age. An overwhelming majority (92.7%) of the respondents were in primary school level while 5.2% were in secondary school level. The smallest numbers of respondents (0.7%) were in college level. In relation to their parents' occupation, the highest number of respondents (53.3%) did not know their parent's occupation. 22.2% had parents who are skilled while 12.6% had parents who are professional. The lowest number of the respondents (11.9%) had unskilled parents. The participants were requested to state their parent's income with a majority (80.5%) indicating that their parents earn above Ksh. 100. 12.7% had parents who earn Ksh. 100 while 6.8% had parents who earn less than Ksh. 100. From the respondents, 72.2% had more than 3 siblings while 27.8% had less than 3 siblings. 52.7% of the respondents were brought up by both parents and 29.1% were brought up by mothers. Another 4.1% were brought up by their fathers.

### Prevalence and Severity of PTSD

The research sought to examine the prevalence and severity of PTSD among children in children's homes in Nyeri County. To analyse this, respondents were asked to indicate the nature of PTSD they suffer from if they do. At the baseline level, they also had to indicate the nature of PTSD affecting them if any.

### Prevalence and Severity of PTSD among Children in Children's Homes in Nyeri County

The prevalence and severity of PTSD among children in children homes in Nyeri County was sought to inform the nature of PTSD affecting children in addition to intensity in terms of population numbers. The categories included minimal PTSD, mild PTSD, Moderate, severe and very severe PTSD.

Table 1

*Frequency of PTSD among the Children in the Children homes in Nyeri*

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Minimal PTSD	17	11.2
Mild PTSD	35	23.0
Moderate	74	48.7
Severe	24	15.8
Very severe PTSD	2	1.3
<b>Total</b>	<b>152</b>	<b>100</b>

From the categories in table 1, those with moderate PTSD were the highest at 48.7% followed by those with mild PTSD (23%). Another 15.8% had severe PTSD while those who had mild PTSD were 11.2%. Children with very severe PTSD were the fewest at 1.3%. Majority (95%) of the participants had suffered some form of PTSD which clearly indicates that there is high prevalence in the two selected children’s homes.

**Participants’ PTSD Scores at Baseline**

The rate of PTSD among respondents was considered in the research in order to establish viability and feasibility of the entire study. The categories included mild PTSD, moderate PTSD, severe PTSD and very severe PTSD.

Table 2

*Participants’ PTSD Scores at Baseline*

<b>Variables</b>	<b>Frequency</b>	<b>Valid Percentage (%)</b>
Mild PTSD	35	25.9
Moderate PTSD	74	54.8
Severe PTSD	24	17.8
Very Severe PTSD	2	1.5
<b>Total</b>	<b>135</b>	<b>100</b>

As displayed in table 2, PTSD rates among the 135 participants recruited during the baseline for the study indicate that more than half of the respondents suffer from moderate PTSD. Another 25.9% suffer mild PTSD while 17.8% are affected by severe PTSD.

## DISCUSSION

From the findings, the difference between male and female respondents who have experienced some PTSD is small. The male were slightly more than half while the female were slightly less than half. This concurs with some epidemiological studies which according to Ditlevsen and Elklit (2012) have frequently established that men are at a higher risk of being exposed to traumatic events during their lifetime in comparison to women. The National Comorbidity Survey (NCS) by Kessler and co-workers (1995) studied the exposure of trauma in a nationwide probability sample of 5877 adult and concluded that 61% of men and 51% of women had experienced at least one traumatic event during their lives.

With regard to the age, the overall PTSD prevalence for participants within the age 10-13 was higher (53.9%) when compared with those between ages 14-16 (46.1%). Hence, the current study findings indicate that PTSD prevalence was high among younger children in comparison to older children. This aligns with studies by Feldman, Vengrober and Ebstein (2014) who stated that exposure to trauma, especially when lengthy, repeated and potentially lethal, contributes to the development of post-traumatic stress disorder (PTSD). The studies further note that repeated exposure to traumatic events during the first years of life, when critical brain structures are maturing, carries an even greater risk for psychopathology (Feldman et. al, 2014).

The study highlights the fact that an overwhelming majority (92.7%) of the respondents were in primary school level while 5.2% were in secondary school level. The smallest numbers of respondents (0.7%) were in college level. Studies by Zhai, Liu, Zhang, Gao, Cheng, Du, Zhang and Guo (2015) support this fact. In the studies, 54.7% of school-aged children have experienced at least one traumatic event in their lifetime, and the prevalence of PTSD is 34.1%. From the studies, it was concluded that parenting style and resilience had a significant impact on PTSD among school going children.

Findings on parent's occupation, income level, number of siblings and upbringing align with the family systems approach as put forward by Punamaki, Qouta and Peltonen (2017). From these studies, family types were identified based on attachment, parenting and sibling relations. Family types differed based on these factors and children's mental health differed on those grounds as well. According to Punamaki et. al (2017) childhood traumas of neglect, deprivation, and socioeconomic hardship affect the development of insecure attachments in children and various studies attest to higher levels of insecure attachments among traumatized children and adolescents (Punamaki et. al, 2017). Therefore PTSD is low where children have professional parents, parents with an income of more than Ksh 100, their siblings are more than three and upbringing involves both parents.

Results on prevalence and severity of PTSD among children in children's homes in Nyeri County correspond with the works of Nyagwencha, Munene, James, Mewes and Barke (2018) that refer to a national survey conducted in Kenya by Violence against Children in 2010. From the survey, levels of violence (sexual, emotional or physical) against children and adolescents prior to 18 years of age were found to be 26% among females and 32% among males. The same

studies refer to another study conducted in rural Kenya among 13-20 year old students and established that 94.8% of the students had been exposed to potentially traumatic events like rape (9.8%), physical assault (22.5%), sexual abuse (19.8%), physical abuse (27.8%), bullying (32.2%) and childhood neglect (25.3%) (Nyagwencha et. al, 2018). It is evident that many children experience PTSD in Kenya in both urban and rural settings, Nyeri County included.

The findings on PTSD scores at baseline corroborate with studies by Shih, Schell, Hambarsoomian, Marshall and Belzberg (2010) which identified preceding investigations on either PTSD or depression. They noted that there was an exception of one study where injury survivors in a National Study on the Costs and Outcomes of Trauma (NSCOT), that established 20.7% and 6.6% of individuals developed PTSD or depression 12-months post-injury, respectively (Shih et. al, 2010). The primary goal of the national study was to survey practical outcomes related to PTSD and depression and to scrutinize existing predictors of PTSD and depression. Conclusively, the study was feasible since 12 months post injury, the participants were still affected by PTSD.

## CONCLUSION

In summary, the study showed that PTSD is common among children, in children's homes in Nyeri County. The fact that children are very tender in terms of maturity, continuous exposure to traumatic events contributes greatly to the high levels of PTSD at later stages in their lives. Like many other parts of Kenya, children in children's homes in Nyeri County are exposed to traumatic situations such as sexual, physical or emotional violence. Levels of PTSD identified in the study range from minimal to very severe and many respondents suffer from one form of PTSD that falls within this range. It is important to recognize conditions that reduce levels of PTSD among children such as family settings. The family systems approach defines the ideal setting to raise children in which both parents are involved, they have a stable income and job. The number of siblings is also significant since the support they offer reduces chances of PTSD among children.

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## Opportunities for Faith Based Organizations in Substance Use Prevention: A Christian Perspectives

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### Abstract

*Despite efforts by government and non-governmental organizations across the world to reduce cases of drug and substance abuse, the prevalence of substance use among the youth and young adults is alarming. The church's role as outlined in the Holy Bible is not just concentrated on the spiritual well-being of the people in the community. Jesus himself cared for the people he ministered to, making sure to feed them, heal them and even raise the dead. This paper reviews opportunities for Faith Based Organizations in Substance Use Prevention in Christian Perspectives. Some of the opportunities of faith based organizations in the prevention of substance use that were covered in the paper include: creation of public awareness, community mobilization, counseling and rehabilitation services, and conducting mentorship programmes. Secondary data research method was used to collect, analyse and interpret the findings. The review concludes that the Faith Based Organizations stand a chance to do more in helping youth and young adults to discard the habit of drug and substance abuse. Further, the review recommends that Faith Based Organizations should focus on strengthening collaborations, expanding local resources, and building capacity to provide substance abuse prevention, treatment, and mental health services, as well as program management. Faith Based Organizations should also expand its capacity when tackling drug and substance abuse problem among the young people by partnering more with other sectors. For instance FBOs should appeal for funding and training of its personnel, from governmental and non- governmental organizations.*

**Keywords:** *Substance use prevention, drug abuse awareness, Substance abuse, Youth and drugs*

### INTRODUCTION

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. 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). The concern over substance abuse has become a continuum debate across the world and it has been associated with much losses. While every country in

the world incurs substantial costs as a result of damages caused by substance use, faith based groups and the varied eyes of all our traditions increasingly see the great potential of people of faith to prevent the tragedy of substance abuse.

According to the U.S. government data, approximately 22.3 million persons 12 years or older, or 9% of the U.S. population, met the diagnostic criteria for alcohol or other substance dependence or abuse (Substance Abuse and Mental Health Services Administration [SAMHSA], (2008). The report estimated 27 million children in the U.S live with a parent who abuses or is dependent upon alcohol or illicit drugs (National Center on Addiction and Substance Abuse [CASA], (2005). According to SAMHSA (2008), almost 14% of children living with a substance abusing parent were five years or younger, compared with 9.9% of youths who were aged 12–17 years. Therefore, there is parental crisis in the fight against drug and substance abuse among the youth in the United States since children begin to experiment use of drugs and substances at an early age as they try to imitate their parents.

In Africa, the problem of drug abuse has been prevalent for years. In Nigeria for instance, abuse of drugs such as alcohol, tobacco, bhang and Khat have been on the increase among youth 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 youth was 5.1% and that the abuse was higher by 6.2% among male youth than female. However, the governments and partner organizations or agencies have come up with myriad of programmes to minimize drug and substance uptake among the youth in their respective nations. Some of the programmes include: rehabilitation programmes, drug abuse awareness campaigns, community education programmes, and religious programmes among others. For instances, a report by Rwanda's Times Reporter (2018) revealed that faith-based organizations have laid out strategies to reinforce the national efforts in the fight against illicit drugs. This was announced during a meeting of members from different religious denominations in the country organized by Rwanda National Police (RNP) and the ministries of Health and Youth, as well as Rwanda Governance Board (RGB), held at the Police headquarters in Kacyiru in January 23, 2018. Among the resolutions raised in the forum include: making awareness against illicit drugs part of their evangelism in their respective religious denominations, jointly taking awareness in youth groups and schools; engaging mentors including parents and teachers in parental care and proper upbringing of children and supporting victims or addicts in rehabilitation and reintegration process.

Drugs and substances abuse is a major social problem in Kenya (NACADA, 2012). Half of drug abusers in Kenya are aged between 10-19 years with over 60% residing in urban areas and 21% in rural areas (UNODC, 2012). According to the National Authority for the Campaign against Alcohol and Drug Abuse (2012), 13 percent of teenagers aged 10 to 14 have used an intoxicating substance, such as alcohol. This is an indication of poor parental guidance on behavior change among the children and adolescent. The most commonly abused drugs in Kenya are alcohol,

tobacco, bhang (marijuana), glue, miraa (khat) and psychotropic drugs (NACADA, 2004). It is also worrying that of the 15 to 24 year youth in Kenya, 11.7 percent abuse alcohol, 6.2 percent are regular users of tobacco products, 4.7 percent chew khat, while 1.5 percent smoke bhang (marijuana). This has called for the government and Non-profit organizations to partner with faith based organizations to prevent this alarming rate of drug and substance abuse among young people in Kenya.

The use of religion and spirituality in preventing and treating substance abuse has been well established across the world (Wallace, Myers & Osai, 2015). According to Miller (1999), the possible ways religion may influence substance use and recovery include establishing moral order, providing opportunities to acquire learned competencies, and providing social and organizational ties. This implies that faith based organizations can work in partnership with other organizations to prevent drug and substance abuse in Kenya. It is against this background that the current paper examined the opportunities for faith based organizations in substance use prevention in Christian perspectives.

### **Opportunities for Faith Based Organizations in Substance Use Prevention**

The church's role as outlined in the Holy Bible is not just concentrated on the spiritual wellbeing of the people in the community. Jesus himself cared for the people he ministered to, making sure to feed them, heal them and even raise the dead. Particularly in the current situation where substance abuse especially among youth is on increase, the church and faith based organizations have opportunities to play in the society in the fight against substance abuse. Some of the opportunities of faith based organizations in the prevention of substance use that were covered in the paper include: creation of public awareness, community mobilization, offering rehabilitation services, promoting crisis counseling, and conducting mentorship programmes.

#### **Creation of Public Awareness**

Public awareness campaigns play a significant role towards substance use prevention. Most churches use social awareness campaigns as popular interventions in reducing drug and substance abuse among the youth in the community and learning institutions across the world. This program has been proved to be in influence learners' beliefs and behavior towards drug abuse. According to Githinji (2004), a number of churches in Kenya such as African Inland Church (AIC) and Anglican Church of Kenya (ACK) have established faith based organizations that are helping in training and teaching about the dangers of drug abuse in schools and universities through their outreach ministries. Basing on this program, the youth are taught how to reach others through peer counseling. For instance, the Anglican Church of Kenya (ACK) launched drug abuse preventive programs for the youth and adults in each diocese and has organized spiritual crusades to fight drug abuse in schools since 2003. Therefore, religious groups such as FBOs have a critical role to play in the society in creating awareness on the negative impacts of drug and substance abuse.

The faith based organizations have organized seminars for both adults and youth in social places like churches to promote moral values in the society. This plays a significant role in substance use prevention. While addressing a church seminar on the drug problem in Kenya, Bishop Nzimbi (2004) emphasized that the church has a biblical mandate, an obligation and commitment to be involved in the war against drugs and against the vices affecting society. Similarly, Nzwili (2018) compiled a report on a Kenyan Catholic bishop who appealed to the government to prioritize the fight against drugs and alcohol abuse in the country, saying the East African nation was losing a section of young learners to the crisis. In the same report, the chairman of the bishops' commission on education said the drugs were being encouraged in the schools by some adults for self-gain. According to the bishop, interventional education programmes on prevention in schools could help alleviate the problem and he assured that Catholic Church is ready to collaborate with the government and other agencies in this regard. This is a clear evident that the agencies entrusted to run substance use prevention programmes in Kenya are overwhelmed, thus, there is a great need for the religious based groups or faith based organizations to fully collaborate in the awareness programmes in the society.

### **Community Mobilization**

Faith based organizations employ community mobilization as one the key programs in substance use prevention. According to Wagenaar (1999), this strategy is intended to increase community willingness and engage communities in prevention activities and actions to moderate use of harmful legal products among youth. Churches demonstrate that effective community mobilization can support prevention actions and engage more community members. Hence, an effective community mobilization is essential to implementing a mutually supportive mix of prevention approaches such as health strategies and a school-based substance use prevention curriculum.

Faith-based organizations with a foundation in community welfare and social service delivery are particularly prominent development agents in the society (United Nations Population Fund, [UNFPA], 2008). Promoting behaviour change often begins by identifying religious leaders who have the capacity and legitimacy to motivate and mobilize communities. Moreover, partnering with local religious leaders or agents of change has repeatedly become an invaluable strategy in gaining wider acceptance and ownership of programmes. Carefully developed advocacy campaigns, closely tailored to the religious and cultural contexts in which they are launched, make it easier to deal with sensitive subjects in the society like substance use prevention. Incorporating language that appreciates the nuances of religion and religious sensitivities is sometimes critical to the creation of spaces in which there is understanding and support for programme objectives, with a solid understanding of each other's constraints. Thus, faith-based organizations (FBOs) have the opportunity to combine development and cultural features in a powerful mandate to fight against substance abuse in a society.

Through community mobilization, the church teaches adolescents ways to recognize situations where they are likely to experience peer pressure to use drugs. The youth are taught ways to avoid or otherwise effectively deal with these high-risk situations in their lives. Participants are

taught that they can effectively respond to direct pressure to engage in substance use by knowing what to say and how to deliver what they say in the most effective way possible. Further, the FBOs fully involve and educate parents and guardians who are addicted and those that do not use substances on the associated risks as a strategy to strengthen the foundation of bringing up the children and management of substance abuse by children and adolescent.

### **Promoting Crisis Counseling and Rehabilitation Services**

Faith based organizations play a key role in reducing the burden of drug abuse across the world through counseling and rehabilitation programmes. Church leaders take a role of counseling in the society that is key in substance use prevention, treatment and in providing a safe place for drug and substance users to talk (Galanter, 2002). In collaborations with community leaders, FBOs can ensure that substance users are receiving the education and assistance that they need to lead and maintain healthy lives. In Kenya, there are handfuls of religious based rehabilitation centres that help in transforming the lives of the victims of substance use victims into productive individuals (Nyabuto, 2018). These include: Asumbi Treatment and Rehabilitation Centre, Life Hope Rehabilitation Centre, Ray of Hope, Karira Miracle Rehabilitation Centre, Dawn of Hope Rehabilitation Centre, Reach out Rehabilitation Centre, Good Hope rehabilitation centre, New-Life Rehabilitation Counseling Centre Nairobi and Faith Treatment and Rehabilitation Centres among others.

According to Mulligan (2004), the teachings offered in the religious based rehabilitation centres play a fundamental role in persuading and motivating patients based on the biblical teachings in order to help them stabilize the acute symptoms of the psychiatric illness and/or the drug use disorder. The faith based organizations also motivates patients to continue in treatment once the acute crisis is stabilized or the involuntary commitment expires by offering religious and required social support. Dealing with ambivalence regarding recovery, working through denial of either or both illnesses, and becoming motivated for continued care are other important preventative ways of substance use offered by the FBOs.

### **Conducting Mentorship Programs**

Mentoring consists of matching an experienced adult follower of Christ with a youth (aged 11 to 17), with the goal of developing soul-friendship and accountability (Union Church, 2018). It fits perfectly with Union Church's mission to make mature followers in all nations for Jesus Christ, through our united lifestyle, witness and mission. Mentoring is an old Christian practice based on the Apostle Paul's own relationship with Timothy: in Acts 16 we learn of Paul's decision to be Timothy's spiritual father. Therefore, a similar concept is applied by the faith based groups as they aim to transform youth and young adults from unhealthy living styles of drug and substance use to better lives in Christ. There are many benefits of a good mentoring program such as role-modeling, faith development, accountability, and deepening ties within the congregation.

As quoted by the Catholic Information Service for Africa [CISA] (2017), a Catholic bishop indicated that there is need to mentor boys to transform them into responsible men by instilling

in them the virtues of courage and self-esteem and empowering them to live a value-based life. The bishop was speaking at Shrine of Mary Help of Christians, Don Bosco Upper Hill Catholic Church in Nairobi during the launch of Beacon Boys Project, an initiative aimed at empowering and mentoring the boy child in the society. Therefore, there is an opportunity by the faith based organizations to come up with empowerment and mentorship programmes as a strategy to inspire young people who are hopeless in the society and who have turned to substance abuse as a remedy to their problems. The mentorship programmes may create an economic platform to a good number of them or even instill key entrepreneurial skills that may help unemployed youth to start up their businesses. Further, the FBOs can gather successful youth in the society to run various programmes in order to empower those who are lost in drug and substance use.

### CONCLUSION

In conclusion, there are a variety of opportunities for faith based organizations in substance use prevention in a Christian perspective. Based on these research findings, the FBOs stand a chance to do more in helping youth and young adults to discard the habit of drug and substance abuse. Furthermore, the FBOs and other interested partners may adopt some of these research findings to do more in touching the lives of young people, especially those affected by alcohol and substance abuse.

The study recommends that Faith Based Organizations should focus on strengthening collaborations, expanding local resources, and building capacity to provide substance abuse prevention, treatment, and mental health services, as well as program management. Additionally, FBOs should upgrade their awareness on drug abuse and effects among the young people by learning more from other sectors, it should for example refer to the various research projects carried out by NACADA on the same subject, among other sectors.

The FBOs should emphasize the biblical approach in tackling drug abuse among the young people by teaching the word of God and acting accordingly, in order to help young drug abusers discard the habit, and to help enhance their moral development. Furthermore, the FBOs should work to improve their provision of a loving and caring community for the victims of drug abuse, which also includes reconciliation with their families by offering counseling and rehabilitation services.

FBOs should promote youth mentorship programmes to empower the young economically and to discourage negative behaviours like substance abuse through promotion of religious values that improves hope among victims. The FBOs should also expand their capacity when tackling drug and substance abuse problem among the young people by partnering more with other sectors. For instance FBOs should appeal for funding and training of its personnel, from governmental and non-governmental organizations.

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