

New Paradigms on Research in Africa

**Editors: Maurice N. Amutabi and Prof. (Eng.) Abel N.
Mayaka**

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Dedication

This book is dedicated to the leadership of the Multimedia University of Kenya led by Vice Chancellor Prof. Rosebella Maranga for allowing to make the University the home of our annual international conference and the support we have received from them over the years.

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I would like to begin by thanking chapter contributors to this book, *New Paradigms on Research in Africa*, for their hard work and great commitment. They include Malven Takaidza, Margaret Mbindyo, James Muola, Daniel Fussy, Jonathan Mwanja, Paul Mwanja, Natsai Pisirai, Cuthbert Pisirai, Gilbert Nyakundi Okebiro, Habaasa Ivan Akatwijuka, Denis Sekiwu, Abanis Turyahebwa, Cliff Richard Kikawa, Medard Rugyendo, Rose Ohiana Ugbe, ‘Abinye Titus-Green, Nkpolu-Oroworukwo, Gloria Eme Worugji, Evusa Zablou, Joshua Matanda, Duncan Mugambi, Cuthbert Pisirai, Mapurisa Frederick, Hennie Beans, Cecilia Muza, Temitope Abiodun Balogun, Isiaq Damilola Toriola, Gilbert Nyakundi Okebiro and Anne Karani Iswan,. Hennie Beans, Cecilia Muza and Frederick Mapurisa Writing a chapter in a book is not an easy thing because many have tried and failed and cannot therefore be promoted to the next level. Writing comes with great sacrifice and commitment, for which we applaud all contributors.

Allow me to thank my friend and co-editor Prof. (Eng.) Abel Mayaka, Dr Linnet Hamasi Henry the head of AISA Secretariat for incredible coordination work, and her deputy Dr Magdalene Ndeto Bore for doing a good job for the book series. I thank other members of AISA Secretariat who include: Sr. Dr. Lucy Achieng’, Sr. Dr. Justina Ndaita, Dr. Pamela Wadende, Abigael Asiko Kutwa, Betty Nambala, Henry Okochi, Dominic Chungo Oyaro, Alexander Jackan Nyamanga, Tony Jonanga, Donald N Amugune, Noel Okoto, Samuel Baraka, Mercy O Olimba, Julius Aseka, Kelways Nyamanga, Jane Nambiri, Eliud Opwoche, Faith Cheruto Kipkore, Victor Amiani Embahale, Everlyne Cheptoo Kipkore and Edwin Otieno.

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Prof. Maurice N. Amutabi, PhD and Prof. (Eng) Abel N. Mayaka, PhD
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Chapter 15

**The Impact Of Covid-19 On Student Activism And The New Direction
At Higher Education In Zimbabwe**

By HESSIE BEANS, CECILIA MUZA and FREDERICK MAPURISA

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Introduction

By

Maurice Nyamanga Amutabi and Abel N. Mayaka
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This book, *New Paradigms on Research in Africa* involves many chapters based on field research in Africa. The chapters are vigorous and use paradigmatic approaches to African development needs and challenges. The chapters in the book pay attention to solutions to many of the development challenges facing Africa. Using direct field research as well as experiential views, the messaging in the chapters reveals a wide array of approaches and likely solutions to some of the problems. The chapters are solid and reveal tremendous amount of commitment to scholarship on Africa and keeping in touch with what is taking place elsewhere. Current issues such as climate change, terrorism, crime and implications on livelihoods on the continent are covered. The chapters provide insights which are useful in adding to existing knowledge.

The book has fifteen chapters based on empirical research in Africa. The chapters provide case studies from many countries in Africa. Chapter 1 is titled “Greening TVET Training For Sustainable Development: A Case of Harare Polytechnic – Zimbabwe” by Malven Takaidza which speaks to issues of climate change and mitigation. In a world where ‘greening’ is being promoted around the world. The contention of the chapter is the significant contribution by transportation and energy sectors to greenhouse gas emissions due to the use of fossil fuels which have triggered the urgent need for the global community to shift from fossil fuels to renewable energy. Chapter 2 is titled “Academic Advising in East Africa: Perspectives and Challenges” By Margaret Mbindyo, James Muola, Daniel Fussy, Jonathan Mwanja & Paul Mwanja. The chapter provides insights into academic advising practices within East African higher education. It aims to enhance current knowledge and promote effective interventions for student engagement and success.

Many countries in Africa are dealing with the problems of drug and alcohol abuse. Chapter 3 is titled “Intervention Strategies Towards Drug And Substance Abuse: A Case Of One State University In Zimbabwe” by Natsai Pisirai and Cuthbert Pisirai. The chapters looks at intervention strategies towards drug and substance abuse with special reference to one selected state university in Zimbabwe. The study found that several intervention strategies could be utilised to curb drug and substance abuse in

learning institutions. Chapter 4 is titled “African Sausage (Mutura) for Enhancing Small Scale Business for Economic Development in Kenya” by Gilbert Nyakundi Okebiro. It examines dynamics around an African sausage popularly known as 'Mutura' and how it is prepared and sold. The article provides interesting social dimensions governing the sausage.

Financial issues pre-occupy many African countries. Chapter 5 is titled “Financial Accountability and Performance of Private Universities in Uganda: A moderating effect of resources and competence of proprietors” by Habaasa Ivan Akatwijuka, Denis Sekiwu, Abanis Turyahebwa and Cliff Richard Kikawa. The chapter examines the effect of financial accountability on performance of private universities in Uganda. The study established that all dimensions of financial accountability exhibit a positive and significant relationship with performance.

Daniel Mbiti wrote sometimes back that Africans are notoriously religious. Chapter 6 is titled “Generosity and Solidarity - A Biblical contribution and perspective in response to poverty in Africa” by Medard Rugyendo. The chapter examines issues surrounding poverty and how societies respond to them biblically. Chapter 7 is titled “The Search For Roots And Identity In Tess Onwueme’s *Legacies And The Missing Face*” by Rose Ohiana Ugbe, ‘Abinye Titus-Green, Nkpolu-Oroworukwo & Gloria Eme Worugji. The chapter examines the issues raised in Tess Onwueme's *The Missing Face* such as the intercontinental connections between black Africans and African Americans in Diaspora, the issue of identity, ancestral lineage, meaningful names and a father’s influence in his son’s upbringing. The conclusion of the study is that the family should remain together in order to establish a proper upbringing of children and it recommends that fathers should pay more attention to their roles as heads of the family. Chapter 8 is titled “Relationship Between Firm Size and Insurance Penetration in Kenya” by Evusa Zablon, Joshua Matanda and Duncan Mugambi. It sheds light on dynamics of insurance in Kenya.

The type of education a country pursues is very useful in development. Chapter 9 is titled “Impact of ECD (B) Curriculum on Pupils’ Understanding of Number and Language Concepts at infant Education Level. A Case of three Primary Schools in Zvishavane District, Zimbabwe” by Cuthbert Pisirai. The chapter investigated the impact of the ECD (B) curriculum on pupils’ understanding of number and language concepts at infant level. The study focused on how play as the chief method of instruction influences the understanding of concepts at infant level. The chapter confirmed a strong relationship between ECD (B) curriculum and the infant curriculum.

There has a push for micro enterprises as a panacea to Africa’s development challenges. Chapter 10 is titled “Cost and Management

Accounting techniques and profitability of Small and Medium Scale Manufacturing Enterprises in Zimbabwe” by Mapurisa Frederick, HESSIE BEANS and Cecilia Muza. The chapter assesses cost and management accounting techniques and profitability of Small and Medium Scale Manufacturing Enterprises in Zimbabwe. The study recommends that management accounting practices should be adhered to if managers want to increase performance and that the government should put policies in SMEs that train and educate employees on the merits of applying costing techniques so as to enhance profitability. Chapter 11 is titled “Vocabulary Attrition Among Selected Yoruba/English Bilingual Secondary School Students In Ibadan, Nigeria” by Temitope Abiodun Balogun and Isiaq Damilola Toriola. The chapter examines the numeral system (NS) and vocabularies in Yoruba and English of selected secondary school students in Ibadan metropolis. Findings reveal that the Yoruba language suffers some decline among the sampled respondents. It reveals a progressive decline in learning and mastery of the Yoruba language, which manifests at the vocabulary level, with multiple effects on errors of over-generalization, usage of inappropriate words in specific contexts, loan words and others. Many language experts will find this interesting.

Social and cultural history have been ignored in Africa, where scholars prefer to look at economic and political histories. Chapter 12 is titled “Prophet Sakawa’s Sociological Thought Among The Abagusii For Research And Socio-Economic Development In Modern Kisii Town, Kenya” by Gilbert Nyakundi Okebiro. It is a social and cultural history using Sakawa, a famous prophet among the Abagusii, for illustration. The chapter shows how Sakawa who prophesied that *Amandegere name Getembe kia’gusuku, no’oyobwate omomura nayae* (the mushrooms would sprout in Getembe [Kisii town] and that whoever has a son/daughter would harvest them) is a good read. We need such histories in order to recuperate and understand our past.

Entrepreneurship is pursued at many levels in Africa and regarded as an alternative to employment by many youth who are graduating from institutions of higher learning. Chapter 13 is titled “Theories In Entrepreneurship and Quantitative Character of Enterprises: A Scholarly Retrospection” by Anne Karani Iswan. The chapter addresses challenges associated with explaining and predicting entrepreneurship using existing theories. This is a useful activity for students interested in entrepreneurship. Chapter 14 is titled “Dynamics of Terrorism and its Implications on Arid and Semi-arid Lands (ASALs) in Kenya’s Counties’ Sectoral Development and Research” by Gilbert Nyakundi Okebiro. The question of terrorism is sensitive and is interrogated very closely by this author, especially its impact on education in northern Kenya. The chapter reveals existence of

tensions in the civil service and teachers posted to north eastern part of Kenya.

Chapter 15 is on COVID-19 and is by HESSIE BEANS, CECILIA MUZA and FREDERICK MAPURISA. The three authors grapple with the challenges that the pandemic brought on Zimbabwe and some of the changes it initiated in higher education, especially the online learning platforms, as the new normal. There are many lessons from Zimbabwe which also cut across the entire African continent where online learning has become normal. COVID-19 made universities to navigate smoothly previous resistance against online learning in many African universities.

Readers from all disciplines dealing with Africa will find the book relevant. Many disciplines focusing on African development will find the case studies vigorous and dynamic. The book is relevant to students, experienced researchers, scholars and policy makers interested in development in Africa and the African diaspora.

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Chapter 1

Greening TVET Training For Sustainable Development: A Case of Harare Polytechnic - Zimbabwe

By

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Abstract

The significant contribution by transportation and energy sectors to greenhouse gas emissions due to the use of fossil fuels triggered the urgent need for the global community to shift from fossil fuels to renewable energy. This chapter looked at how TVET training can be used to spread the gospel of renewable energy, emphasizing the importance of sustainable alternatives. Through the survey that was done during the research, it was established that Zimbabwe enjoys more time of sunlight than cloudy situations during the day annually. There is an average of 2871 hours of sunlight per year (of a possible 4383) with an average of 7:51 of sunlight per day. It is sunny 65.5% of daylight hours. The remaining 34.5% of daylight hours are likely cloudy or with shade, haze or low sun intensity. Though they are opportunities for other sources of renewable energies to be used in Zimbabwe, this condition of more daylight hours makes it more favorable to solar energy. Upon realizing this opportunity, Harare polytechnic through its Mechanical Engineering Division, embarked on a project of developing solar powered refrigerated hawker's trolley which is also mobile. The trolley if commercialized can save electricity and water as there will be no need to make ice blocks which are being used as a means for chilling the products on sale. This being done by students ensures that the element of sustainable development is taught and students are equipped with necessary skills for the achievement of sustainable development goals. The manufactured trolley was tested and the performance was satisfactory. The use of solar energy among other forms of renewable energy will offer a promising solution for decarbonizing transportation and improving energy sustainability.

Key words: Sustainable development, renewable, solar, water, electricity, refrigerated, hawker's trolley

Greening TVET Training For Sustainable Development: A Case Harare Polytechnic - Zimbabwe

By

PrEng. Malven Takaidza

Introduction

The significant contribution by transportation and energy sectors to greenhouse gas emissions due to the use of fossil fuels triggered the urgent need for the global community to shift from fossil fuels to renewable energy. The government of Zimbabwe launched two energy policies, effectively setting the tone for the development and sustainable exploitation of renewable energy. The National Renewable Energy policy and Biofuels policy of Zimbabwe seek to promote optimal supply and utilization of energy for socio-economic development. Government is seeking to prioritize the exploitation of renewable energy and a guideline on its structure (New energy policies set tone for green future 2023).

The two policies were unveiled at a time when the nation was realizing increased investment in the renewable energy sector. In order to compliment the Government's commitment to give impetus to the implementation of renewable energy projects, Harare Polytechnic's Mechanical and Production Engineering Division, conducted a survey to determine the extent to which people know about the sustainable development goals and renewable energy. The results obtained shown that there are lots of opportunities for research and coming up with innovative ideas on renewable energy. This will go a long way towards the realization of Sustainable Development Goal (SDG) number seven, which seeks to ensure access to affordable, reliable, sustainable and modern energy for all (New energy policies set tone for green future 2023).

Through the survey that was done during the research, it was established that Zimbabwe enjoys more time of sunlight than cloudy situations during the day annually. The longest day is 2:08 longer than the shortest day. There is an average of 2871 hours of sunlight per year (of a possible 4383) with an average of 7:51 of sunlight per day (Zimbabwe hours of sunlight per day - Google Search 2023). It is sunny 65.5% of daylight hours. The remaining 34.5% of daylight hours are likely cloudy or with shade, haze or low sun intensity. Though they are opportunities for other sources of renewable energies to be used in Zimbabwe, this condition of more daylight hours makes it more favorable to solar energy. Upon realizing this opportunity, Harare polytechnic through its Mechanical Engineering Division, embarked on a project of developing solar powered refrigerated

hawker's trolley which is also mobile. The trolley if commercialized can save electricity and water as there will be no need to make ice blocks which are being used as a means for chilling the products on sale. This being done by students ensures that the element of sustainable development is taught and students are equipped with necessary skills for the achievement of sustainable development goals.

Statement of the Problem

Global warming resulting from the depletion of the ozone layer caused by greenhouse gas emissions due to the use of fossil fuels has become a global concern and it is everyone's responsibility to take action and protect the earth.

Objectives

The objectives of this study were to:

- i) Establish the possibility of incorporating the concept of renewable energy during training.
- ii) Impart the knowledge of sustainable development to students by embracing renewable energy
- iii) Modify the mobile hawker's trolley during training so that it becomes solar powered chiller.

Literature Review

4.1 Renewable Energy and Sustainable Development Goals

Renewable energy is a clean and sustainable energy source that can be used to meet energy needs (Imaz, 2020). Its use is important as it reduces environmental impacts, contributes to the fight against climate change, provides clean and safe energy, and reduces the cost of electricity production (Bertheau, P. 2020). The use of clean energy contributes to the reduction of carbon dioxide emissions in the atmosphere, which contributes to the fight against climate change (Dahlmann, 2019). This is largely because renewable energies do not emit greenhouse gases, such as carbon dioxide, when generating electricity (Wahab, 2022). This means that this type of energy generation is an important part of reducing the world's carbon dioxide emissions (Razmjoo, 2022). Renewable energy offers a host of benefits that can help countries, businesses, and individuals achieve the SDGs (Cheng, X. 2021). These energy sources are clean, safe, and affordable, which means they can help reduce the harmful environmental impact of burning fossil fuels (Omri, 2021). Furthermore, these types of energy are an inexhaustible source of energy and do not have to be refueled like fossil fuels. Therefore, the SDGs can be a key tool to boost the development of renewable energies (Udemba, 2021). The Sustainable Development Goals (SDGs), also known

as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity (United Nations Development Programme n.d.).

4.2 Energy Situational Analysis

Educating individuals about energy efficiency is crucial in addressing the environmental challenges we face today. With the constant growth in technology and the increasing demand for energy, it is becoming increasingly important to find sustainable solutions that can minimize our carbon footprint (Paryono 2017). According to (Done 2021), the key objectives of the Government of Zimbabwe is to develop a middle-income economy and achieve a 33% reduction of greenhouse gas emissions by 2030. A key strategy to deliver these ambitious developments was the introduction of the renewable energy policy which targets 1,000 MW by 2025. All these presents great potential for the renewable energy sector in Zimbabwe. National electricity access in Zimbabwe was estimated at 40% with rural areas at 19%. According to the 2012 census, 68% of the population live in the rural areas and the main source of energy is firewood. With an installed capacity of 2,342 MW comprising 55% thermal and 45% hydro energy, the country was unable to utilize its capacity due to limited access to water and fuel as well as ageing equipment. Zimbabwe was using 1,471 MW at that time and was not experiencing load shedding as power was imported from neighbouring Zambia, South Africa and Mozambique. Kariba Hydro Power Station and Hwange Coal Power Station (coal) were the main electricity generators with Independent Power Producers (IPP) contributing 12 MW. However, it must be noted that apart from the foreign currency used for imports, the country's industrial base was no longer at the same level it used to be, given the economic downturn in those years.

The Government intended to embark on a medium to long term project to generate 2,400MW from Batoka Gorge Project which will be shared on a 50/50 basis with Zambia. Whilst the Rural Electrification Authority has been electrifying rural areas, the pace of which was constrained by inadequate resources, uneconomic and sparsely populated areas which rendered the backbone roll out unviable in some cases (Done 2021). In the meantime the 19% rural electricity access presented a huge opportunity for distributed renewable solutions covering mini hydro, solar, wind, bagasse and biomass.

4.3 Effects Of Climate Change

Due to the adverse effects of climate change, Zimbabwe, like other countries in the region, had not been spared from critical power shortages that have

resulted in extensive power outages for both domestic and commercial consumers. Climate change impacts in Zimbabwe are related to water supply and food security. The country is already prone to droughts, which have become more recurrent over the last two decades (Zimbabwe | Climate Change Adaptation n.d.).

Renewable energy thus has become a good option and a preferable source of energy throughout the world. Its technologies are climate-friendly and their adoption leads to a reduction in Green House Gases (GHG) emissions. Energy is the biggest contributor to greenhouse gases emissions globally, and any strategy to reduce emissions must take into account the provision of clean sustainable energy to minimize the emission of these gases.

Zimbabwe has made commitment to reduce greenhouse gas emissions by 33 percent per capita by 2030 (New energy policies set tone for green future 2023). In view of this, it is the Government's hope that these positive developments will result in more investment and opportunities in the energy sector.

4.4 Opportunities for research in renewable energy in Zimbabwe

There is an average of 2871 hours of sunlight per year (of a possible 4383) with an average of 7:51 of sunlight per day. It is sunny 65.5% of daylight hours. The remaining 34.5% of daylight hours are likely cloudy or with shade, haze or low sun intensity. Though they are opportunities for other sources of renewable energies to be used in Zimbabwe, this condition of more daylight hours makes it more favorable to solar energy.

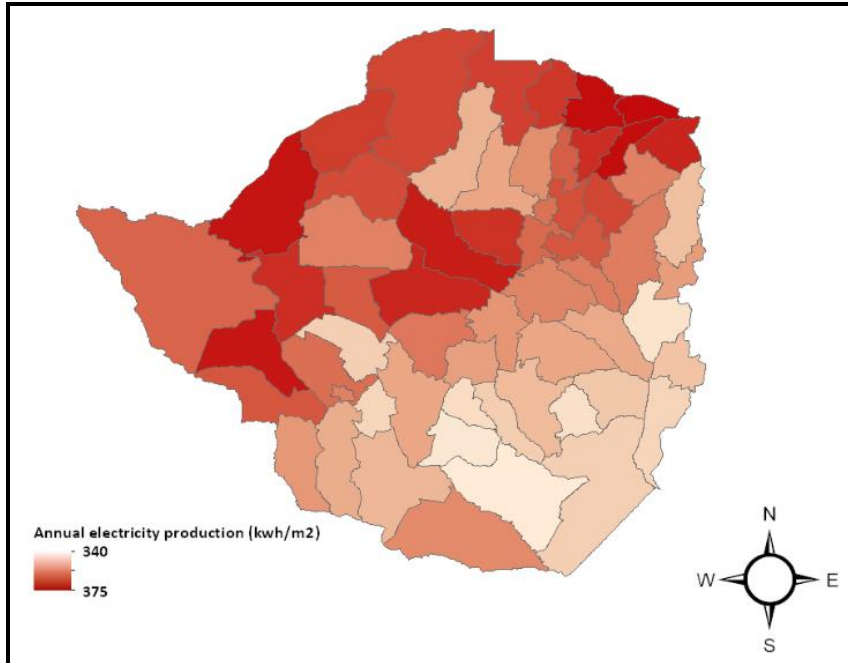


Figure 1: Annual electricity production kWh/m2/year (van Kuijk n.d.)

According to (van Kuijk n.d.), the average solar irradiation in Zimbabwe over all the 60 districts is 2112kWh/m2/year. This is corrected to 359kWh/m2/year by multiplying by 17% average solar PV efficiency to give the average electricity production for solar PV in Zimbabwe. The variation in potential for generation of electricity is shown in figure 1.



Figure 2: Solar panels that generate electricity for Mashaba mini-grid in Matabeleland South, Zimbabwe (Renewable energy catalyst for Zim’s socio-economic development n.d.)

Source: *The Herald* (<https://www.herald.co.zw/renewable-energy-catalyst-for-zims-socio-economic-development/>)

The design of the solar powered refrigerated hawkers trolley

During the design of the trolley, the following considerations were made:

- The desired range on temperatures required
- The power of the compressor
- The power required to run the compressor
- The working fluid

5.1. Power requirements for the mobile trolley

Table 1: Compressor specifications

Vol./Freq.:	12-24V DC
Cooling Capacity:	2000Speed - 45W / 3500Speed - 256W
C.O.P:	1.15
Horse Power:	1/8 - 1/3
Refrigerant:	R134A
Application:	LBP
Evaporating Temperature (W):	-23.3°C

From the information in the table 1 above, we can calculate the following:

Power rating of the compressor: $746 \times \frac{1}{8}$

$$= 93.25 \text{ watts}$$

Current drawn by the compressor: $93.25 = 12I$

$$\frac{93.25}{12} = I$$

$$= 7.77 \text{ Amps}$$

Resistance of the compressor: $12 = 7.77R$

$$\frac{12}{7.77} = R$$

$$= 1.54 \text{ Ohms}$$

5.2. Energy that will be harvested by a 1m x 1.6m solar panel

According to (van Kuijk n.d.), the average solar irradiation in Zimbabwe over all 60 districts is 2112 kWh/m²/year (average of angstrom analysis and PVGIS). Multiplying this by 17% average solar PV efficiency leads to an average electricity production for solar PV in Zimbabwe of 359 kWh/m²/year.

Therefore the energy that can be harvested by the solar panel used on the hawker's trolley per year is:-

$$\frac{359 \text{ kWh}}{\text{m}^2} \times 1.6 \text{ m}^2$$

$$= 574.4 \text{ kWh}$$

Average daily

$$\frac{574 \text{ kWh}}{365}$$

$$= 1.573 \text{ kWh}$$

Results and discussion

The trolley

The solar powered refrigerated hawker's trolley was designed with 2 compartments (the freezer and chilling compartments) and it performed to specifications and the following results were obtained:

- i) The cooling temperature of zero (0) degrees Celsius was achieved in the freezer compartment. This assured adequate chilling capacity of the trolley. All the products in the trolley were able to be

chilled from room temperature to an average of five (5) degrees Celsius in two (2) hours.

- ii) The power pack (the solar panel and 12V battery) managed to supply the power to the refrigerated trolley for 8hrs under observation and this proved that it is indeed possible to have solar energy on the trolley as it the panel is mounted on it.
- iii) Since the refrigerated trolley will be used during the day, the amount of electricity that can generated per day is enough to power the compressor as shown below:

$$\text{Number of running hours of the compressor} = \frac{1573}{93.25}$$

= 16.87 hours

From the energy that can be harvested, the compressor can run up to sixteen (16) hours of continuous running.

Water conservation through the use of solar powered refrigerated hawkers trolley

According to the Sunday Mail of 30 October 2016, an average family in Zimbabwe uses about 850 liters of water per day and some in the low-density suburbs can use even 1500 liters/ per day, a figure which was viewed as high when comparing to other users in the region. The authorities were failing to meet this demand and contemplating limiting the consumption to about 400 liters (Mail 2016)

Harare residents were likely to endure a tight water rationing regime as the city council was planning on installing water inflow limiters to cut households' consumption by half. This measure was aimed at conserving water as there were concerns that the residents were over using the water. This can be supported by the picture in the figure 3 below.



Figure 3: 10-liter sachets of frozen water awaiting delivery

Assuming that there were 100 hawkers who were using the ice block to chill their products for a single day in the city centre, each one taking 3 sachets of ice blocks we have:

$$100 \text{ hawkers} \times 3 \text{ sachets} \times 10 \text{ litres} \\ = \mathbf{3000 \text{ litres}}$$

This means that 3000 liters is poured down the drain after use per day. This is clean water that can be put to good use and save lives of those who are in dire need of the precious resource.

Conclusion

The trolley if commercialized can save electricity and water as there will be no need to make ice blocks which are being used as a means for chilling the products on sale. This being done by students ensures that the element of sustainable development is taught and students are equipped with necessary skills for the achievement of sustainable development goals. The manufactured trolley was tested and the performance was satisfactory.

The use of solar energy among other forms of renewable energy will offer a promising solution for decarbonizing transportation and improving energy sustainability. Renewable energy education can potentially unlock numerous career paths and contribute to economic growth ((10) Discussion

n.d.). This contributes directly to SDGs 2, 3, 4, 5, 9, 11 and 17 in that teaching of renewable energy ensures food security is attained as more skilled workforce enters the job market and introduces better workforce to produce food sustainable, value add the food through innovations and even develop the infrastructure that uses sustainable green technologies hence improving people's nutrition and health (From MDGs to SDGs 2014). This leads to better lifestyles and a scientifically literate citizenry it shifts energy use towards green energy. Renewable energy education fosters innovation and technological advancements. As more individuals become aware of the benefits of energy-efficient solutions, it promotes the development and adoption of green technologies. This, in turn, fuels research and development in renewable energy sources, energy storage, and smart grid systems. By educating the masses, we inspire new ideas and accelerate the transition towards a sustainable, low-carbon future.

Recommendations

Greater knowledge about renewable energy empowers individuals to make sustainable choices that contribute to environmental conservation. From reducing carbon emissions to preserving natural resources, renewable energy education facilitates a shift towards a greener lifestyle. When more people understand the positive environmental impact of energy-efficient practices, they are more likely to adopt them, creating a collective effort that helps combat climate change and fosters a healthier planet.

Introducing renewable energy as a dedicated subject or incorporating it across disciplines can instill the importance of sustainability from an early age. It can foster critical thinking and problem-solving skills related to energy consumption. Providing practical experiences through field trips, workshops, and lab exercises familiarizes students with energy-efficient technologies and practices. This helps them understand the practical aspects of energy conservation and sustainability. Encouraging research on renewable energy and sustainability not only contributes to knowledge enhancement but also promotes innovation. Students can explore new technologies and solutions to address energy challenges and create a sustainable future.

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Chapter 2

Academic Advising in East Africa: Perspectives and Challenges

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Abstract

Academic advising in East Africa is an evolving field that demands increased research attention. This empirical study provides insights into academic advising practices within East African higher education, aims to enhance current knowledge and promote effective interventions for student engagement and success. The data were obtained through a literature review and an empirical survey involving 183 students and 54 faculty and administrative staff from both public and private universities. The findings shed light on the importance of structured academic advising in supporting students' educational, career, and personal aspirations. While East African institutions are committed to student success, additional efforts are urgently needed to enhance, and institute structured academic advising services.

Keywords: Academic advising, structured academic advising, student support services, student retention, student success

Academic Advising in East Africa: Perspectives and Challenges

By

Dr. Margaret Mbindyo, Dr. James Muola, Dr. Daniel Fussy, Dr. Jonathan Mwanja and Dr. Paul Mwanja

Introduction

The academic landscape in higher institutions worldwide is evolving due to various factors impacting student success in the 21st century. These factors include the massification of higher education, technological advancements, changing career landscapes, social media proliferation, curriculum modifications, and socio-economic challenges (Evans et al., 2021). As educators seek innovative ways to engage students and advance institutional missions, academic advising emerges as a critical area to focus on. It is an academic service that helps students navigate their academic paths as they make informed career choices and succeed in college and beyond (Cahill et al., 2014; Campbell & Nutt, 2008; Thomas, 2012). Research consistently highlights academic advising as a powerful tool for promoting holistic student development—academically, intellectually, personally, and socially (Center for Teaching and Learning, 2018). The expectation is that higher education institutions provide services and programs that enhance student quality of life, ultimately improving learning outcomes and overall success.

However, in comparison to other regions, especially advanced economies, academic advising in East Africa requires more research and focused attention. Literature on academic advising practices in East Africa emphasizes the need for effective advising programs to address student challenges (Fussy, 2018; Muola & Mwanja, 2013; Ouma, 2020). This article aims to offer perspectives on academic advising practices in East African universities, fostering knowledge development and better interventions for student engagement and success.

Nature and Scope of Academic Advising

Evolution of Academic Advising in East Africa

Available literature indicates that academic advising operates in various East African universities in different formats (Michubu, Nyerere & Kyalo, 2017; Muola & Mwanja, 2013; Fussy, 2018; Gatua, 2012). However, the service lacks effective structure and execution. Muchubu et al. (2017) found that many students are unaware of the existence of academic advising services or are dissatisfied with their implementation.

However, students seem to be familiar with guidance and counseling services which is the main advising service in most universities and helps students build confidence as they progress in their academic journey (Muchubu et al., 2017; Gudo, Oyel & Oanda, 2011).

Many higher education institutions offer peer advising and mentoring programs to supplement student support services. Peer support is valuable for students, providing an alternative form of assistance when they encounter barriers to accessing academic services (Fussy, 2018; Suresh et al., 2021). Also providing services to students is the University-appointed chaplains who address students' spiritual well-being individually or in groups, complementing student advisory services. Traditionally, academic advising has been practiced since the inception of universities in East Africa as a community expectation. Often conducted informally, students seek academic guidance from peers in the community, parents, course lecturers, department chairs, deans, academic registrars, parents, and family members. Today, academic support has evolved into a more organized system, with advising responsibilities distributed across different offices within student-support services. This distribution is due to limited faculty staff and the absence of a structured advising system. There exists a noticeable variation in the nature and scope of academic advising between East African universities and those in the West. This variation is influenced by several factors, including personnel availability and the academic and financial resources allocated to support the practice (Muola et al., 2011; Ouma, 2020).

In most East African universities, academic advising is a multifaceted function that extends beyond a single office or service provider. In this section, we explore the evolution of academic advising and various approaches to academic advising—both formal and informal—that assist learners in making decisions and progress toward academic success and career goals. In advanced economies, universities typically have readily available key resources. However, in East African universities, certain resources are lacking. To address the shortage of these services, many East African universities heavily rely on faculty and other University community members including administrative staff like the Dean of Students and the Registrar. Administrative personnel often provide more general advising services, focusing on logistics such as course registration, enrollment, and timetables. This approach contrasts with dedicated centers in the US or most European universities, where professional advisory staff offer systematic academic advising (Fussy, 2018; Nel, 2014).

Issues Affecting Academic Advising in East Africa Universities

East Africa is increasingly embracing mass higher education, transitioning from an elite system to an open-access approach. The goal is to address a range of economic and social issues (Jowi, 2009). However, despite government reforms aimed at expanding educational access, insufficient resources have been allocated to support enrolled students (Owuor, 2012). This lack of adequate support can lead to failed academic experiences, wasting institutional resources and time. Students often begin university education with limited knowledge about career prospects and related majors and that where academic advisors come in because every changing dynamic job market requires up-to-date information for successful entry into the job market. Guidance and counseling programs in most East African universities focus on social and psychological issues, often neglecting academic advising.

Lack of knowledge about accessing academic support can disadvantage students. Proper orientation to institutional culture and values is crucial. Social issues within universities hinder students from reaching their full potential and especially without proper guidance. Diverse cultural backgrounds and ideological orientations among students and staff can lead to misunderstandings. Awareness of cross-cultural variables is essential for meaningful advising services (Aruzza & Chau, 2021). In addition, ongoing tension exists between the regularly admitted (Module 1) and the self-paying students (Module II).

Students who are sponsored by the government believe that they properly earned a seat to pursue a degree in the public college or University while their self-paying counterparts simply bought their way into university, since 89% of Module II students come from high- and middle-income families (Marcucci, Johnstone & Ngolovoi, 2008). In addition to this, self-paying students can matriculate to the University as soon as they graduate high school because many come from wealthier families. A study by Ouma (2022) explored staff and student perceptions regarding learner support in distance education at Uganda Martyrs University. The findings indicated a perceived improvement in using communication and technology to deliver distance academic support. While specific E.A research on online academic advising is limited, global experiences suggest that integrating technology can enhance student support services.

By addressing these challenges, East African universities can enhance academic advising and better support student success. However, empirical research from East Africa (E.A) remains silent on leveraging online platforms for expanding academic advisory services.

Data Collection

To gather data, we conducted a review of existing literature on academic advising in East Africa and conducted an empirical survey. The literature search primarily utilized Google Scholar, focusing on relevant peer-reviewed journal articles. The survey involved students, faculty, and administrators from public and private universities in Kenya, Uganda, and Tanzania—countries sharing similar academic structures and cultural contexts. A total of 247 respondents participated, including 183 students and 54 faculty/administrative staff after following all the ethical protocols including securing consent from responsible institutions and study participants within the universities. snowball sampling facilitated recruitment, involving students human resource managers deans, and heads of departments. respondents received online questionnaires via WhatsApp or email, with subsequent requests to share the link with others to respond to the survey. Data collection took about two months.

Findings

According to our findings, we established that where academic advising exists, it is offered informally and can be improved and where it is nonexistent, it can be started professionally. According to the findings, approximately 35.19% of students and 16.67% of faculty/administrative staff are aware of and utilize advising services in whatever format. Approximately 50.78% of students and 51% of administrative/faculty staff indicate the existence of counseling services, which often double as academic advising hubs. Approximately 6% of faculty and administrative staff indicated that career services are available to students, compared to 5% of participating students. These results align with findings from a study by Nadya et al. (2006), which highlighted that students often face difficulties with career decisions and are aware of available career services. Overall, students seek assistance from various support services and personnel within their institutions when encountering problems. This finding supports research by Shaheen and Shah (2020), emphasizing the strong relationship between student support services and students' development.

13% of students who participated in the current survey indicated that religious groups are part of the support services available to them in their universities. We also found that most advising professionals had little knowledge about the standards that guide advising. Transition from secondary school to university can be challenging due to differences in teaching styles. sampled data reveal that 11.32% lack information about major choice, 16.98% lack career choice information, and 7.55% lack

access to time management information. 55.56% feel students are admitted into programs they did not select, and 59.26% believe first-year orientation does not address program-related matters (consistent with previous research). According to administrators and staff, 74.07% of students lack sufficient financial support from family members. Financial challenges affect 45.81% of students. These findings align with Owuor's (2012) argument that while reforms enhance educational efficiency and degree production, services supporting enrolled students remain underfunded.

Economic challenges impact student support services and personnel hiring across most institutions. The results the current study show that 57.41% of the administrators and staff agree that cultural beliefs and practices hinder effective academic advising. This is consistent with the findings of Otieno (2005) who argues that different students and staff have different cultural backgrounds and ideological orientation and that cultural misunderstandings can pose a danger especially when there is a clash of cultural expectations. Empirical evidence indicates that academic advising in East African universities tends to be reactive rather than proactive. Few students actively seek academic advisory services. For instance, a study at Laikipia University College of Egerton University (Kenya) found that only 14% of students sought such services (Muola et al., 2011). This suggests that many East African students underestimate the importance of academic advising. Accessibility issues also contribute; in Tanzania, 77% of student respondents complained about advisors' inaccessibility due to other pressing responsibilities (Kavenuke, 2015).

Discussion

The present study data reveal that 11.32% students lack information about major choice, 16.98% lack career choice information, and 7.55% lack access to time management information. 55.56% feel students are admitted into programs they did not select, and 59.26% believe first-year orientation does not address program-related matters. According to these findings, there is need for structured advising because current advising services are confused for guidance and counseling services or are structurally missing. This lends confusion about the differences between academic advising and guidance and counseling. Guidance and counseling are different from academic advising and has separate functions and purposes in higher education (Muola & Migosi, 2012). For this reason, institutions of higher learning need to elevate academic advising as a distinct profession that is separate from counseling. Where the structure is lacking, institutions should advocate and support a robust, comprehensive, effective, academic advising system. Academic resources are out-of-class supports for academic enrichment. They include the support and opportunities needed to

make the most of a student's university experience. To improve academic advising, academic advisors must be aware of the broad range of resources available in the institution to meet student's academic needs (Cuseo, 2007).

In addition, in the era of so many online resources, academic advisors can direct students to open online textbooks for academic success strategies, online study skills, and personal growth information. Advisors can benefit from free online professional development information from credible websites like NACADA the global advising association and other professional associations closely associated with advising. We also found that knowledge about the advising core values of advising were not clearly understood or some respondents had never heard of them. The NACADA Statement of Core Values underscores the significance of academic advising within educational contexts. These values guide advisors in their professional practice and interactions. These core values shape advising interactions, benefiting individuals, institutions, and society as a whole (NACADA, 2017). They were established to guide academic advising professionals. The core values act as a guide and reflect the practice of academic advising globally where academic advising is practiced. These core values include respect, inclusivity, professionalism, integrity, caring, empowerment, and commitment (NACADA, 2017a). They demonstrate the commitment that advisors must have as they serve in their daily duties. They are considered critical to the advising work and must be reflected in a meaningful way for better student outcomes (Lochrie et al., 2018).

In addition, NACADA has also established the core competencies to serve as the pillars of the advising profession (NACADA, 2017b) which define the more specific roles of academic advisors. The core competencies are divided into conceptual, informational, and relational skills. These are the skills that advisors must master to be equipped for success in their work.

Finally, it is the responsibility of the advisors to understand the American Council for the Advancement of Standards (CAS) which are the benchmarks for academic advising program assessment. The council has promoted these standards in all areas of student campus life, including academic advisement, student affairs, student services, and other student development programs since its inception in 1979 (CAS, 2009).

Understanding the standards is critical to the work of academic advising as students are unique and it's important to understand their needs and how to assist. In this regard, there are also various advising models which each advisor can utilize to promote better student outcomes. Some of these include appreciative, developmental, and intrusive advising models. Though not the only ones, these three models have been commonly

used to drive the advising process (Gordon, 1994). The appreciative advising model is the intentional collaborative practice that help the student optimize their educational experiences and achieve their dreams, goals, and potential (Bloom, Hutson & He, 2008). The developmental advising model is dependent on a relationship. The Developmental Advising Model: The developmental advising model relies on building a strong relationship with students, where advisors provide guidance tailored to the student's level (Crookston, 2009). In contrast, the intrusive advising model focuses on creating early relationships with students through proactive interactions. Understanding which model to use is crucial for successful advising relationships.

As already indicated, the results of the current study show that 57.41% of the administrators and staff agree that cultural beliefs and practices hinder effective academic advising. Academic advisors should incorporate cultural sensitivity, especially since East African colleges and universities enroll students from various tribal and cultural backgrounds. Advisors should recognize cross-cultural variables that go beyond specific cultures, leading to improved advising services. A cultural understanding enhances meaningful student outcomes. Advisors need awareness not only of cultural and ethnic perspectives but also of approaches that may be culturally insensitive or biased (Aruzza & Chau, 2021). Finally, effective advising for college students requires institutions to leverage technological avenues. Platforms like Zoom, Webex, phone systems, and applications play a crucial role. However, continuous assessment and improvement of technology are necessary to enhance student engagement and utilization of university or college resources (Liu & Ammigan, 2022).

Conclusion and Implications

The review of existing literature and the results of an empirical study revealed that the transition to post-secondary education can be challenging for many students due to several factors, including college readiness, academic rigor, lack of resources, and other expectations. Academic advising is a critical service for student support in higher education and can help mitigate student challenges. It not only influences students' academic and career choices but also plays a crucial role in creating and facilitating a productive academic success culture. There is no doubt that institutions of higher learning in East Africa are dedicated to helping students define and meet their life, career, and educational goals, but structured academic advising is urgently needed for better student outcomes.

As new students may encounter frustrating situations in a post-secondary setting, institutions of higher learning in East Africa should

consider it necessary to create policies that ensure each student is assigned an advisor, providing them with a point of contact and guidance throughout their academic journey. The advisor can explain available resources and direct the student to the appropriate support to enhance psychosocial and academic success.

Exploring blended advising through face-to-face and technological modalities can ensure that students are served promptly. Although there are challenges in implementing structured advising, the benefits far outweigh the costs that may be encountered if students drop out due to lack of direction and academic support. This calls for enhancing the capacity of faculty members, encouraging them to take the advising role seriously by producing more academic guidance materials for their students and forming communities of academic advisors. Even though over 50% of respondents agree that academic advising is difficult without a structured way of motivating lecturers. So, institutions adopting structured advising must find ways of compensating faculty for the extra work or employ professional academic advisors.

Lastly, more studies are needed in this area to guide and shape academic advising as a recognized higher education practice in East Africa. Institutional-specific knowledge is necessary for advisors to offer successful advising and for students to benefit from the advising experience. Domestic researchers and authors should research and publish knowledge on the subject and produce compendiums and relevant advising materials to support students' navigation during their course of study. It is important to note that academic advising is not the sole service that will solve all the challenges of higher education in East Africa; it must be complemented by other academic support services to improve student learning and success.

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Chapter 3

Intervention Strategies Towards Drug And Substance Abuse: A Case Of One State University In Zimbabwe

By

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Abstract

The focus of the study was on intervention strategies towards drug and substance abuse with special reference to one selected state university in Zimbabwe. The study was informed by Albert Bandura's Social Learning theory and Bronfenbrenner's Ecological systems theory. The qualitative approach was most appropriate for this study. The university under study had an average enrollment of 12,000 students per semester and a staff compliment of 2 000 members. The sample comprised of fifteen (15) participants (5 staff members and 10 students). Purposive sampling, convenient sampling and snowball techniques were utilised to choose a sample for this study. The study used open-ended questionnaires and semi-structured interviews to collect data. Evidence from the findings indicated that the most common drugs and substances used by university students were methamphetamines (crystal meth, guka or mutoriro), cannabis sativa (also known as marijuana, mbanje, weed or dagga), alcohol, tobacco and prescription drugs. The findings of the study indicated that fellow students were on the top of the list of suppliers followed by the local community and then staff members. The study therefore concluded that there was a rampant abuse of drugs and substances at the university under study based on the strength of the above narratives. The study found that several intervention strategies could be utilised to curb drug and substance abuse. These included establishing an institutional drug and substance abuse policy which addresses issues like providing the help needed by high-risk students to change their behaviour, banning alcohol consumption within the university and conducting regular checks in halls of residence, offering alternative leisure activities, peer education and involvement of NGOs, the community and religious groups and also introduction of short courses done concurrently with the main degree programme. The study recommended the introduction of a university wide module on drug and substance abuse, conducting awareness campaigns constantly and e-resourcing the Counselling and Advisory Services department to enable counselling to be conducted anytime, anywhere.

Key words: drug abuse, substance, intervention, strategies, Zimbabwe

Intervention Strategies Towards Drug And Substance Abuse: A Case Of One State University In Zimbabwe

By

Natsai Pisirai and Cuthbert Pisirai

Introduction and background

Drug and substance abuse has become a global pandemic that has cut across almost all races, religions and nationalities (Anderson et al., 2020). According to the U.S. National Center for Drug Abuse Statistics (NCDAS) drug abuse is most acute in the United States where twelve percent of global drug users are found. It is reported that each year, 95,000 people in the United States die from alcohol abuse. During the COVID-19 pandemic, over 60 percent of Americans increased their consumption of alcohol. Among these are university students. Arria and Wagley (2019) posit that about one-third of full-time undergraduate college students in the United States drink excessively, which includes heavy drinking and binge drinking.

According to the United Nations (UN) statistics 2013, 37,000 people in Africa die annually from diseases associated with drug abuse. The UN estimates that there are 28 million drug users in Africa and the statistics include university students (United Nations, 2013). In Egypt, university students are reported of more habitual use of marijuana, cocaine, hallucinogens and illicit drugs than non-college students. A study on effects of drug abuse done during the 2018-2019 academic year by Kafr El-Sheikh University of 2552 students from all faculties showed that the prevalence of current drug abuse was 8.9% for cigarette smoking, followed by tranquilizers (4.3%), hashish (3.6%), alcohol (2.7%), bhang (1.4%) and tramadol (1.0%). Men reported significantly greater use of cigarettes, alcohol, tramadol, hashish and bhang than women (Ibrahim, Omar & Shimaa, 2022). The study recommended that there was a need to design and implement programmes to raise awareness and provide supportive services for prevention and management of drug abuse among university students tailored according to their needs.

Kenya is another country affected by drug and substance abuse among university students. A study conducted by Mbuthia, Wanzala, Ngugi and Nyamogoba (2020) at universities in the coastal region revealed that the problem of alcohol and substance abuse among undergraduate students was a reality. The commonly abused substances were alcohol, miraa (khat), marijuana (cannabis) and cigarettes. Some of the factors influencing students to abuse drugs were; easy accessibility of drugs, peer pressure, availability of

funds, excess freedom, stress, not being active in religious activities and poor parenting. Participants noted that alcohol and drug abuse had led to various negative effects, the major ones affecting the university students being poor performance, risky sexual behaviour, and mental disturbances. Participants suggested that Universities ought to intensify awareness campaigns to sensitize students against substance use.

Closer home, South Africa is also struggling with the problem of drug and substance abuse among university students. A study done by Gasa, (2018) shows that substance abuse is a critical challenge among youth in South Africa today. The study explored the perceptions of university students on factors influencing substance abuse amongst young people in South Africa and particularly at University of KwaZulu-Natal. The findings revealed that substances abused by university students, include cocaine, marijuana (weed) and alcohol. Students frequently use these substances making substance abuse seem normal among university students. The students are influenced by such factors as peer pressure, stress and depression (Hingson, Zha & Weitzman, 2009).

Most importantly, the results showed that substance abuse was done intentionally, despite knowing the negative effects and the risk factors it causes. It was reported that most students justify it as way of coping with academic pressure while some owe the reason to the level of freedom students might have from being far away from monitoring parents and guardians. The study revealed that substance abuse among young university students may increase rather than deteriorate, if necessary measures are not put in place to curtail the trend (Gasa, 2018). This strengthens the purpose of this study which intends to avail preventative intervention strategies towards drug and substance abuse among university students.

Zimbabwe has not been spared from the shocking effects of this problem. The negative effects of substance abuse have been felt by the drug abusers, their families, communities and nation at large (Chikoko, 2019; Padilla, 2020). They are economically costly and fatal at times. Research has shown that Zimbabwean youth between the ages of ten and thirty-five are the most affected age group by drug abuse (Nhunzvi et al, 2019; Rwafa, 2019; Nhapi, 2019) and this age group constitutes 67.7% of the total population (Zimbabwe Human Rights Commission, 2018). On average, university students in Zimbabwe are between nineteen and twenty-five years old and they fall under this age group. Drug and substance abuse by this group of intellectuals is worrisome as this may reflect an estranged future generation.

Of serious concern is that, the situation of drug abuse by the Zimbabwean youth is not getting any better, rather it is worsening by the day (Jakaza & Nyoni, 2018). The statistics on youth drug abuse in Zimbabwe increase yearly despite measures implemented by various stakeholders to

fight the pandemic (Chikoko et al., 2016; Matutu & Mususa, 2019). It can be noted that there was a sudden surge in drug and substance abuse by university students during the COVID 19 era. This could have been caused by idleness as they were locked down and confined in their homes where they became redundant causing them to experiment with drugs. The post COVID 19 period found most of these university students deeply rooted into drug and substance abuse. It should be highlighted that the most commonly used intervention strategies in drug abuse include preventive, curative and rehabilitative approaches. The most effective way to handle drug abuse and dependency is to prevent its onset. As such, the purpose of this study was therefore to explore preventative intervention strategies which might be employed to save a generation at stake. Awareness campaigns which can be fostered through interest groups like non-governmental organisations and religious denominations, peer education, sports and recreation, counselling and advisory services, mass media and social media are some of the intervention strategies used within a university community.

The youths are the most productive and active part of the community and nation (Perkins et al, 2001) and problems faced by that age group require attention. Driskell (2017) concurs that the youth are the productive age group as such they play a pivotal role in building the economy. The problem of substance abuse therefore affect the development of any nation. Any responsible citizen cannot stand by and watch such a critical situation, the problem of drug abuse, a cancer that is slowly but dangerously destroying the country to the core (Rugoho, 2019). The drug abuse problem needs responsiveness, so that relevant stakeholders and the nation at large can come up with workable solutions to mitigate this problem (Nhapi 2019).

The problem of drug and substance abuse cannot be addressed well before identifying its causes. The major causes of substance abuse among university students include peer pressure, boredom, financial worries, family background, loss of a loved one, frustrations at home, availability of money to buy drugs and availability of the drugs.

The government of Zimbabwe launched an operation to curb rampant drug abuse in an effort to fight the substance abuse pandemic. The operation which would spread across the country under the name Operation Clean Up Zimbabwe would include intensification of prevention, harm reduction, treatment, rehabilitation, reduction of demand and elimination of supply and availability of illicit and over the counter substances and drugs on the market (Herald, 15 September 2021). In a New Ziana article of 21 February 2022, President Mnangagwa warned drug cartels that the net was fast closing in on them as the war against illegal substances intensified. He declared 2022 as the year of eradicating drug and substance abuse in Zimbabwe. He was quoted saying, “No stone will be left unturned as we scale up the fight to

expose drug cartels that are peddling drugs such as crystal meth (guka), bronco, glue, musombodhiya among many other dangerous drugs such as mutoriro, marijuana and cocaine.”

In another Herald article of 5 March 2023, President Mnangagwa said that government would soon review the legal framework on dangerous drugs and illicit substances to come up with deterrent sentences on convicted persons who supplied dangerous drugs to young people. It was reported that drug and substance abuse was a threat to Vision 2030 hence every community had a responsibility to take. Parents were urged to play a proactive role to ensure that their children desisted from taking drugs. All institutions in the country were tasked to be on the forefront of the war against drugs. All the above articles show the gravity of drug abuse and how it is being fought from the highest levels of the country’s administration. This study will explore preventative intervention measures which may be employed in university campuses to curb drug and substance abuse.

Researches by Maraire and Chethiyar (2020); Marandure, Mhizha, Wilson and Nhunzvi (2022); Tshitangano and Tosin (2016) as well as Matutu and Mususa (2019) sought to understand the problem of drug abuse among university students in Zimbabwe, the nature of drug and substance abuse, explore the prevalence rate in universities, identify the driving forces and sources of the illicit drugs. Among these only a few like Matutu and Mususa (2019) attempted to address the challenges and complications associated with drug and substance abuse in Zimbabwe. It is against this background that a study was conducted on intervention strategies towards drug and substance abuse by university students in Zimbabwe.

Objectives of the study

The study sought to fulfill the following objectives:

1. To explore the prevalence of drug and substance abuse in universities.
2. To identify the various drugs and substances commonly used in universities.
3. To analyse the causes of drug and substance abuse by university students.
4. To examine intervention strategies that can be employed to mitigate drug and substance abuse among university students.

Theoretical Framework

The theoretical framework in the study was based on Social Learning Theory (SLT) propounded by Albert Bandura (1977) and Bronfenbrenner’s ecological theory.

2.1.1 Albert Bandura's Social Learning Theory

Social learning theorists would suggest that people fall into substance abuse due to modelling. For instance, if an individual grows up in an environment where others appear to be rewarded for drinking alcohol, there will be a strong motivation to copy the behaviour. Social learning theory explains how students learn from direct experience or from observation and modelling. According to Bandura, behaviour is learned from the environment through the process of observational learning. It can be in form of observing others or through direct instruction such as peer pressure. The imitated behaviour itself prompts results. Many behaviours that we acquire from others produce appropriate outcomes. For instance, a non-smoking student could watch how a weed smoking student is always happy, stress free and also doing well academically and in turn would also try smoking weed to receive the pleasure and enjoyment (Nabavi, 2012).

According to Bandura's learning theory, observational learning, self-efficacy, triadic reciprocal determinism and self-regulation are the four important concepts in the learning process. Tuckman and Monetti (2011), cited in Chinyoka and Kufakunesu (2019) define observational learning, also called modelling or imitation as a type of learning in which an individual observes the behaviour demonstrated by a model and proceeds to imitate the behaviour with or without being reinforced. In this case models can include parents, teachers/lecturers, peers, siblings, pastors, musicians and sports personalities. For modelling to occur, the following processes which facilitate observational learning have to be met: attention, retention, motor reproduction and motivation.

According to Bandura and Walters (1977) the social learning model starts with an anticipated stimulus, which ultimately leads to symbolic coding, cognitive organisation and rehearsal to finally form a behavioural response. With regards to this study, the concept of modelling plays a crucial role since the abuse of such substances as drugs, tobacco and alcohol is commonly associated with the individual's observation of others' intake and the following positive effects. In other words, observational learning occurs as young adults look at various behaviours of people surrounding them and later reenact these behaviours themselves. For example, an individual who continuously observes others experiencing happiness from a substance will choose to acquire the same behaviour pattern. What they have learnt is that the substance causes delight and euphoria, not knowing the dangers and symptoms it will cause down the road.

The purpose of this study was to focus on intervention strategies towards substance abuse by university students.

Urie Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's ecological systems theory looks at a child's development within the context of the system of relationships that form his or her environment. One assumption of the theory is that how a person perceives their environment impacts how they interact with it, and consequently how those in the environment reciprocate the interaction. Bronfenbrenner's theory defines complex "layers" of the environment, each having an effect on a child's development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and her immediate environment, but also at the interaction of the larger environment as well, (Paquette and Ryan, 2001).

Bronfenbrenner (1979) identified five systems that compose the human ecological system. Microsystems are the most direct systems, such as home and school, with mesosystems acting as the interconnections between microsystems. These systems closest to the individual may have the most bearing on drug and substance abuse. Exosystems are systems that indirectly impact the individual, such as a parent's workplace. Expanding outwards, macrosystems exist on a cultural level, and the chronosystem is representative of changes over time.

To be able to understand drug and substance abuse among university students, it is important to understand not only how individuals involved in drug and substance and their social environments reciprocally influence each another, but also which systems are the most impactful on abuse of drugs and substances. All the five systems are addressed in the current study. Hence, it is important to have a closer look at each system and its relevance in explaining drug and substance abuse as well as preventative intervention strategies among university students. Initially, the microsystem is small, involving care-giving interactions with parents, usually at home. The most important human life is the first four years.

As children get older they interact with more people in more places. As children move from the household arena to the neighbourhood and community, their interactions with others increase quite a lot. It is important to note that even for the university students, interaction in the microsystem were curtailed during the COVID-19 induced lockdowns and closure of academic institutions. This resulted in idleness and fear of the unknown contributing to the increased cases of drug and substance abuse among university students. Using an ecological systems theory framework has facilitated an analysis of the structural pressures and constraints, currently and historically. University students may be exposed to different forms of structural pressures and some environmental constraints.

Substance Abuse

Drug and substance abuse is a global problem, whose prevalence has remained unabated amongst youths, Hurst (2019). It has caused a great deal of harm in society at large as well as in the educational system. Universities have not been spared from the deadly results of this threat to communities. On a global scale, the valuable youth potential on which countries rely on, has been robbed by drugs, (Namada and Karimi, 2021). Kabbash, Zidan & Saied (2022) define drug and substance abuse as the detrimental or hazardous use of psychoactive substances, as well as alcohol and illicit drugs. They further describe it as the use of any drug prohibited by law, regardless of whether it was actually harmful or not. Quite a number of drugs and substances such as cannabis, sativa (marijuana or Indian hemp), cocaine, heroine, morphine, opium, tobacco and alcohol are commonly abused. In a university set up, drug and substance abuse result in devastating effects among the affected students. WHO (1993) cited in Namada and Karimi (2021) highlights that drug and substance abuse has impacted negatively on the academic, social, psychological, economical, and physiological development of the abusers.

Prevalence of Drug and Substance Abuse

No person or country is immune to drug abuse. Birhanu et al 2014, cited in Namada and Karimi (2021) establishes that prevalence of substance abuse has been reported to be on the rise in countries throughout the world such as Iran and Brazil and in some African countries such as Nigeria, Ghana and Ethiopia. In the African continent, drug and substance abuse is also a worrisome pandemic where the prevalence rate is 5.2% to 13.5% of the total population (WHO, 2018).

Causes of Substance Abuse

A study by Namada and Karimi (2021) established the three factors which influence drug and substance abuse among university students in order of significance as peer pressure, student residence and family background of the students. Ikoh et al (2019) identified factors such as peers and media influence, need to release stress, desire to enjoy the drug, accessibility of drugs, desire to experiment, influence from guardians and siblings, poor parenting, having trouble in school to be key factors influencing drug and substance abuse.

Peer Pressure

According to Masese (2012), very few people start using drugs on their own. Peer pressure cannot be overlooked as one of the factors that cause substance abuse, especially among the youth. When an individual is part of a group that

engage in the misuse of substances, he/she might be tempted to participate in substance abuse. Pullen and Oser (2014) assert that adolescents tend to emulate peer behaviour and seek reinforcement from their peers". D'Angelo and Omar (2010) emphasise on how peer pressure increases the rate at which youth engage in substance abuse. Most university students who take drugs may reason that 'if other students take pills, use tobacco and get drunk, why should I not enjoy myself smoking marijuana or taking drugs also? They think that drugs are keys to enjoying life more fully. There is always a high probability that such individuals will experiment with drugs and ultimately become drug abusers. Muthigani (1995) conducted studies on the issue of drug use and abuse and discovered that there is a significant relationship between the subject's drug using behaviour and involvement of their friends in drugs. According to him, if an individual associates with peers who use drugs, the risk of involvement with drugs is further increased. Therefore, being integrated into a group in which drug use is approved is one of the strongest factors leading youths into illegal drugs.

Availability of Drugs

The Zimbabwean law allows all persons older than eighteen years to purchase substances like alcohol since they are adults. All university students are adults and have a legal right to purchase such substances. It is unfortunate that at times this right is abused and people end up purchasing and consuming illegal drugs. Kaguthi (2004) noted that availability of illegal drugs such as heroin, cocaine and mandrax, together with the availability of legal substances such as cigarettes and alcohol may lead to drug abuse. The market for illegal drugs is always available through drug cartels or individuals who acquire and distribute the drugs for personal gain. Craig (2004) alludes that people use illegal drugs because of their availability and such availability is facilitated by those who benefit financially from drug sales.

Curiosity

Curiosity is one of man's remarkable qualities (Seggie, 2012). It is experienced in everyday living due to the fact that humans want to explore. It is not surprising that some young people will try substances with the intention to decide the impacts for themselves (WHO, 2012. Litman and Jimerson (2004), believe that individuals may start misusing particular substances if they think that the substances would have a pleasurable effect. Some university students experiment with drugs just to satisfy curiosity. However, in the long run, they run the risk of getting trapped in addiction and drug dependence.

Social-economic and physical environment

This particular factor is associated with the harshness of life. Academic frustration, rivalry, poverty, family problems, unemployment, natural disasters and the widening gap between the rich and the poor make life difficult causing some people to find solace in drug and substance abuse. For instance, in Zimbabwe, the blurry and uncertain future which resulted from closure of institutions of learning during the COVID-19 era forced some students to engage in drug and substance abuse as they tried to escape from the new reality of life. Post COVID-19 period found most of these individuals buried in addictions difficult to come out of in order to revert to normal life. The hope of getting employment after completing studies is also causing university students to engage in drug and substance abuse. They see their friends and siblings who have acquired degrees loitering the streets and feel that there is no benefit in education. Muoti (2014) asserts that poor economic conditions are worsened when the youth do not see any hope of employment even with education.

Source Of Quick Income

Another reason which cause university students to indulge in drug abuse is that drug trafficking is a quick and easy way to make money. Trafficking of drugs has become a multi-millionaire business thus some students are recruited into drug trafficking cartels because they want to live flamboyant lives. Once the drugs are available, they are within reach of most students who in turn willingly or unwillingly start indulging in drugs.

Mass Media

Evidence abounds that children and young people who watch a lot of television programmes and movies or follow social media platforms tend to have favourite personality models whom they watch and emulate. These individuals then transfer what they have seen and liked to real life situations. If the favoured personalities have anything to do with drug and substance abuse the followers will unconsciously copy and end up trapped in drug and substance abuse.

Handling Academic Pressure

Fulfilling academic requirements in form of assignments and examinations may cause a lot of stress and anxiety among university students causing them to find relief in drugs. It is believed that some drugs enhance intellectual capacities while others help one to relax and forget their problems which are the main reasons why some students.

Strategies of Addressing Substance Abuse

Drug abuse and addiction can be prevented. Prevention programs that involve the government, families, universities, church, communities and the media are effective in preventing or reducing drug and substance abuse. A study on the effect of awareness on substance abuse among university students at a private university in Kenya by Kiriru (2018) found out that drug awareness had helped some of the students involved in this study to stop abusing drugs. The necessity for such individuals as peers, health educators, and counsellors to become actively involved in mobilizing students against drug abuse cannot be over-emphasized when one considers its consequences in a university set up.

Ihejjamaizu (1998) observed from a study of the university of Calabar students that the Nigerian university students including women took part in high-risk behaviour involving smoking and alcoholic addiction. Lancaster (1988) opined that drug abuse affects all ages, all races, the two human gender and all segments of the society. Community and health educators must recognize drug abusers as individuals with health problems who cannot always clearly ask for help and so lies the need for intervention. The most commonly used intervention strategies in drug abuse include preventive, curative and rehabilitative approaches. The most effective way to handle drug abuse and dependency is to prevent its onset. Policies that work to strengthen the academic mission, re-norm the campus culture, improve screening, deploy evidence-based clinical interventions, and provide alternatives to consumption are all important components of a comprehensive strategy that campuses will need to reverse the dangerous trajectories of substance abuse (Arria & Wagley, 2019).

Awareness Campaigns

Universities and any other institutions of higher learning should intensify awareness campaigns to sensitize students against substance use and misuse (Mbuthia et al., 2020). He went on to recommend that posters, campaign and video shows on effects of drug should be used to sensitize students against drug abuse. Universities can send out awareness campaign messages through the university website, students' emails, and student portal accounts and also on notice boards. Banners on drug and substance abuse can be flighted around campuses.

The police can also be invited to do drug and substance awareness for university students. Nhapi and Mathede (2016) allude that the Police Force's awareness programs on drug abuse are very informative and easy to comprehend as mostly, they make fun with the taught concepts through dramatization, catchy phrases, and winning competitions. This could be done during orientation week and any other time during the course of the

semester. Zimbabwe Republic Police Departments of Drugs and Narcotics and Community Policing and Crime Prevention is the one which does the awareness campaigns on drug abuse and its effects on the community (Magaya, 2017) cited in (Maraire, Chethiyah & Jesni, 2020).

Alternative Recreational Activities

Institutions can offer varied and free recreational activities to allow students to divert their attention from drugs and substances abuse. These may include career-building opportunities, networking, and skill-building sessions on Fridays and Saturdays to provide students with alternatives to weekend parties where drug and alcohol use is prevalent (American Council of Trustees and Alumni (ACTA), 2019). Programmes like these can help universities to show their commitment to enriching the lives of students in a manner that adds to the enjoyment of the academic experience. Such activities provide a variety of ways for students to interact socially with each other and develop positive social skills instead of attending gatherings that revolve around drinking.

A study done at Purdue University showed that during the week of the Grand Prix in Indianapolis, Purdue University offered their students more than thirty alternative events, which included cookouts, athletic activities, movies, and racing festivities in an attempt to reduce high-risk drinking problems within the university (ACTA, 2019). In the case of local universities, instead of hosting students' opening and closing galas/bashes, alternative activities could be done.

Peer Education and Counselling services

Peer educators and counselling and advisory services workers could help by educating students on the dangers of drug and substance abuse. Peer education, as the name suggests, involves people of a similar social status providing education to people who are similar to them (United Nations Office on Drugs and Crime, 2003). Peer educators provide services like peer helping and peer counselling.

A study by Bukoski (2007) cited in Mureithi (2021) recommends that prevention programmes for students should include integrative methods such as peer discussion groups and not just didactic teaching techniques. Since some student drug abusers use drugs as an aid for their studies, they could be counselled on good study habits with a view to minimizing the need to keep awake all through the night to study during examination periods but distribute their time well during the course of the semester.

Deterrence of illicit drug trading

Another way which could be used as an intervention strategy towards drug and substance abuse would be to cut the supply of illicit drugs. The government can tighten penalties for all drug suppliers and cartels thereby curbing supply of the drugs. The Zimbabwe National Drug Masterplan (2020-2025) advocates for supply reduction through strengthening of law enforcement. Universities can help by reporting any known drug traffickers and distributors. Students could be asked to send anonymous messages to administration or the police on any illicit drug sources within and outside campus.

Institutional Policy on drug and Substance abuse

Universities can come up with policies that curb the prevalence of drug and substance abuse within campus. Mbuthia et al. (2020) suggest that alcohol and drug abuse institutional policy should also be instituted in the institutions. The policies should be geared towards getting high risk students the help they need to change their behaviour. It should be noted that information campaigns will not reduce substance abuse if institutions do not also reduce the availability of alcohol and other drugs within their campuses. While universities cannot directly control the availability of alcohol at off-campus parties and venues, they can develop policies that make alcohol harder to be taken into halls of residence and lecture rooms. ACTA, (2019) suggests some of the effective ways as increasing identification checks at on-campus events, limiting alcohol advertisement on campus and banning alcohol use in university venues like sports stadiums.

Church and community involvement

The church is one place that welcomes everyone and pastors are considered as a voice of reason and integrity in the Zimbabwean community (Duffy et al., 2017) and as such they help in the fight against drug and substance abuse. The Church, helps by offering pastoral counselling services to drug abusers and also by keeping the youth occupied with various projects and activities around the church (Nhapi & Mathede, 2016). It is believed that keeping the youth busy gives them a sense of belonging, and saves as a restraint measure against drug abuse.

The Church in Zimbabwe has also played a huge role to teach and train youth leaders in the training of trainer workshops so that they can discern teachings of drug abuse to their peers (Kumuterera, 2019). With such influence in the community, the church can offer interventions against drug and substance abuse. A number of churches have been witnessed to hold awareness campaigns against drug and substance abuse. Just like the church, the community also has a huge role to play in curbing drug and substance

abuse. A study by Mtemeri and Nhamo, (2019) concluded that the community supports youth drug abusers by reintegrating, teaching, feeding and advising them on drug abuse, as well as reprimanding the violent drug abusers and reconciling them with their families when there are disputes.

Non- Governmental Organisations involvement

There are Non-Governmental Organisations (NGOs) that work towards curbing drug and substance abuse in Zimbabwe. Dhillion and Singh (2022) assert that the role of Non-Governmental Organisations (NGOs) and society is of vital importance in the eradication of drug abuse. Say what is one of the organisations that help teach university students about sexual health and problems associated with drug and substance abuse. Dhillion and Singh (2022) also allude that various non-government organisations and civil society should organize awareness campaigns to provide counselling, effective treatment and rehabilitation facilities to drug abusers in the localities they live. Usually, in institutions of higher learning like universities, students are conscientised about the dangers of drug and substance abuse during orientation week.

Research findings and discussion Theme 1: Prevalence of Drug and Substance Abuse in Universities

The study aimed to find out the prevalence of drug and substance abuse in universities. Students responded to open-ended questionnaires while semi-structured interviews were held with staff members. In responding to the question: What do you understand by drug and substance abuse? Common responses from students were recorded as follows:

Drug and substance abuse refers to the habitual use of drugs and substances in a manner that is harmful to an individual's physical and mental health (**SA2**).

It refers to the misuse of drugs and other substances that can have harmful effects on a person's physical, mental and emotional health (**SN4**).

It is the illegal use of medicinal herbs and substances to stimulate the brain and intoxicate the mind thereby disturbing natural body functions (**PE2**).

Responding to the above question, prevalent findings from structured interviews with staff members noted the following:

...legal and illegal chemical substances that cause changes in an organism physically or psychologically when consumed (**SS2**).

It refers to the use of drugs or substances in amounts or by methods that are harmful to the individual or others (**SS**).

Drug and substance abuse refers to the excessive or inappropriate use of legal or illegal substances that can lead to negative physical, psychological and social consequences... (**J2**).

The study established that 14 out of 15 or 93.33% of the participants concurred that drug and substance abuse referred to the consumption of legal or illegal substances which results in negative physical, psychological or social consequences. Anderson et al. (2020) concurs with the findings that drug and substance abuse had become a global pandemic that has cut across almost all races, religions and nationalities.

Once more, in support of the findings, Kabbash, Zidan & Saied (2022) view drug and substance abuse as the detrimental or hazardous use of psychoactive substances, as well as alcohol and illicit drugs or the use of any drug prohibited by law, regardless of whether it was actually harmful or not. In Zimbabwe, drug and substance abuse has been recently declared a national disaster. One participant only called it a health hazard but failed to elaborate further. This showed that all respondents had knowledge of drug and substance abuse. Further probing on the prevalence of drug and substance abuse, all participants were asked whether there had been cases of drug and substance abuse in the university. Major findings from staff members' structured interviews were recorded as follows:

Yes. There are cases of drug and substance abuse in the university where students use illegal substances to get intoxicated and end up being addicts. (**J2**).

Yes, the cases of drug and substance abuse are prevalent in the university to the extent that one student recently died due to overdose and violent behaviour (**J1**).

Yes, drug and substance abuse is common in the university because a number of cases have been reported (**SS1**).

Responding to the prevalence of drug and substance abuse in the university, major responses from open-ended questionnaires by students were recorded as follows:

Both students and staff are abusing drugs within the university as a form of social entertainment to the unfortunate part where some students end up deferring their studies **(PE2)**.

Yes, students are abusing drugs within the university... **(SN4)**.

All the research participants, except one making it 93.33 % agreed that drug and substance abuse was prevalent in the university. The study established that some students deferred their studies while some even withdrew from the university due to complications resulting from drug and substance abuse. Cases of students who died under the influence of drug and substance abuse on and off campus were also identified. Researches by Nhunzvi et al, (2019); Rwafa, (2019) and Nhapi, (2019) are in support of the current findings since they show that Zimbabwean youths between the ages of ten and thirty-five are the most affected age group by drug abuse and this age group constitutes 67.7% of the total population (Zimbabwe Human Rights Commission, 2018).

Coincidentally, university students in Zimbabwe were between nineteen and twenty-five years old and thus they fell under this age group resulting in prevalence of drug and substance abuse in the university. Prevalence of drug and substance abuse in universities as described by Welsh et al (2019) suggests that although attending college has historically been considered a protective factor against the development of substance use disorders, in recent years, substance use has become one of the most widespread health problems on college campuses and that was in commensurate with the current research findings which established that drug and substance abuse was rife on the university campuses.

Still on prevalence of drug and substance abuse, the study endeavoured to find out during which level of study students were likely to start abusing drugs. Open-ended questionnaires by students and structured interviews by staff members revealed mixed feelings on the commencement period. Some of the verbatim quotes were as follows:

Mostly during level 1 because they will be pressured by the older students. **(PE1)**

...students are usually affected at level 1 due to peer pressure (SN4).

Most students enroll with the university with signs of drug and substance abuse. The reason behind might be associated with social background of the students. (J2)

...all levels due to peer pressure (SS2).

All levels. Some students come to the university already into drugs and there are some who join in during the course of their study period (SS1). From the review of the above findings, the study found that 6 out of 15 (40%) of the participants agreed that students commenced drug and substance abuse during level one, 3 out of 15 (20%) from high school, another 20% said at any level, 2 out of 15 said at level two and only 1 thought students started drugs at level four. Of the students who are currently abusing drugs, two started in high school while the other two started during level one. As such there was no general consensus on the actual age of commencement of drug and substance abuse but it was established that it ranged from high school to university level. The studies done in Kenya by Mbuthia et al (2020) echoes the same sentiments as they reveal that substance abuse among university students tended to peak between ages 18 and 25. The findings obtained and literature reviewed suggested that drug and substance abuse was prevalent in universities and commenced at any level.

Theme 2: Drugs and Substances Commonly Used by University Students

The study intended to establish drugs and substances commonly used by university students. It was noted that methamphetamines commonly known as crystal meth and also called guka or mutoriro in vernacular was the most common drug and all fifteen participants mentioned it. Cannabis sativa fell on second place with a frequency of twelve and 80% of the participants who had mentioned it. Cannabis sativa was also known by several names such as marijuana, mbanje, weed, hemp or dagga (Nhunzvi, 2019). Alcohol was the third commonly abused followed by tobacco. It was highlighted that university students mostly preferred the new forms of tobacco like electronic cigarettes, hookah or shisha to ordinary cigarettes. The order of preference was followed by prescription drugs like broncleer on fifth position. Glue and nyaope were the least used followed by cocaine. Most of the common drugs and substances revealed in the current study were also echoed by the World Health Organization (2002) which identified the common ones as cannabis

sativa, (marijuana or Indian hemp), cocaine, heroin, morphine, opium, tobacco and alcohol.

Still on the same theme, participants were asked to identify where students who engaged in drug and substance abuse got their supply from. Four sources, namely fellow students, local community, some staff members and pharmacies were identified by the participants.

The study established that fellow students were the main suppliers of drugs and substances after being mentioned by 12 out of 15 participants making 80%. The local community was the second most common source with a frequency of 11 participants. The most disturbing finding was the fact that there were staff members who were involved in drug peddling within the campus. 20% of the respondents indicated that some staff members were drug and substance suppliers to the students. Only one participant mentioned pharmacies as another source of drug and substances.

The most common prescription drug being supplied to students was broncleer, a type of cough syrup. Previous studies have shown that the market for illegal drugs was always available through drug cartels or individuals who acquired and distributed the drugs for personal gain. Such people sold their stuff anywhere where there was a market and since most of the drugs were illegal, they did not have fixed locations. Craig (2004) alludes that people use illegal drugs because of their availability and such availability was facilitated by those who benefited financially from drug sales. The study therefore established that the local community, staff members and fellow students were among the common suppliers of drugs and substances.

Theme 3: Causes of Drug and Substance Abuse Among University Students

The study aimed to find the causes of drug and substance abuse among the university students. In responding to this question, all the participants concurred that peer pressure was the major cause of drug and substance abuse among university students. This was basically caused by the need by students to suit in their new environment. They did anything to try and gain the acceptance and approval of their peers to such an extent that they ended up doing the wrong things in the name of making their friends happy. Previous studies by Muthigani (1995) on the issue of drug use and abuse which discovered that there was a significant relationship between the subject's drug using behaviour and involvement of their friends in drugs were in tandem with the current research findings.

The findings were in agreement with Albert Bandura's Social Learning Theory which states that individuals copy the behaviour of their role models. Tuckman and Monetti (2011), cited in Chinyoka and

Kufakunesu (2019) define observational learning, also called modelling or imitation as a type of learning in which an individual observes the behaviour demonstrated by a model and proceeds to imitate the behaviour with or without being reinforced. According to the Social Learning theory, individuals learned about drug and substance abuse through various social influences, such as family, peers, and the media.

Observing others engaging in substance abuse and witnessing the perceived positive outcomes or rewards associated with it influenced individuals to adopt similar behaviours. For example, an individual who thought their friends experienced pleasure or relief from stress through drug use, were more likely to engage in substance abuse themselves. Drug and substance abuse was also viewed in the lens of Bronfenbrenner's ecological systems theory where within the context of the microsystem, students interacted directly with family or peers resulting in the availability of drugs, family dynamics, peer pressure, and university climate influencing their likelihood of engaging in substance abuse. Some verbatim quotes on why participants who are trapped in drug and substance abuse decided to start were:

I started drug and substance abuse to make my friends like me. (SA3)

I did not decide myself. Peers did for me and I thought it was not proper to disappoint them (SA4).

Additionally, Bandura's theory emphasises the role of self-efficacy in behaviour change. Self-efficacy refers to an individual's belief in their own ability to successfully perform a behaviour. In the context of drug and substance abuse, individuals with low self-efficacy may be more susceptible to engaging in substance abuse if they perceived it as an effective means of coping with stress or negative emotions. On the other hand, individuals with high self-efficacy were considered to be more resilient to the pressures and influences that contributed to drug use.

Harshness of life in the form of poverty, financial constraints or abuse at home was the second with 80% of the participants mentioning it as a major cause. Idleness, which resulted from too much free time especially for students doing fewer challenging programmes was third highest on the list of major causes. Lack of parental guidance and stress and anxiety had a frequency of 5 out of 15 each while curiosity, too much freedom and failure to handle academic pressure were the least mentioned with a frequency of 3 out of 15 or 20% for each. It was established that economic hardships forced students to try hiding from reality thus they turned to drugs and substances as

a solace. The findings are supported by a study done by Kabugi (2019) which reported that, the youths bury their sorrows of the socio-economic challenges and other day to day problems they faced, by continuously abusing cannabinoids to avoid facing realities of their lives.

Still under the theme on causes of drug abuse, students who had not started abusing drugs and peer educators were asked on whether they would experiment with drugs if given a chance. Some of the responses were:

No, to avoid becoming addicted. (PE2)

I would never attempt because I have seen the effects on those already involved. (SN3)

It is quite disturbing and unfortunate to note that one student who had not been abusing drugs indicated that he was keen to experiment. He was quoted saying:

Yes, I will experiment just to experience the feeling. (SN2)

The findings of the study established that all participants whether they were students or staff members knew the causes of drug and substance abuse. Even though they were not required to identify the reasons why drugs were bad, it was clear that they knew the negative effects associated with drug and substance abuse. It also emerged that despite having the knowledge about drug and substance abuse there were individuals who still wanted to experiment.

Theme 4: Intervention Strategies Towards Drug and Substance Abuse Among University Students

The study endeavoured to find out possible strategies that could be utilised to curb drug and substance abuse among university students. Quite a number of ways were suggested by the participants. Some of the responses captured verbatim from participants when they were asked to suggest possible strategies that could be implemented to reduce drug and substance abuse on campus were as follows:

Universities can offer drug and substance abuse awareness campaigns and offer counselling services to students. (J2)

Providing or arranging treatment options for students involved in drug and substance abuse. (SN4)

...universities can help prevent drug and substance abuse by enforcing rules and regulations as well as educating students about the dangers of drugs. (SA1)

...drug and substance abuse within campuses can be reduced through education and awareness, through open communication and also through use of positive peer influence, community involvement and access to treatment and support (PE1).

...intervention strategies towards drug and substance abuse which can be put in place include introducing short courses which can be done concurrently with the main degree programme, educating freshman on the adverse effects of abusing drugs, reporting drug dealers and involving students in community services and church activities. (PE2)

...by introducing or revising the ordinance that guide student conduct on campus for example barring the consumption of drugs and substances within the university campus. (SS3)

From the presented findings it emerged that 13 out of 15 translating to 86.67% of the participants agreed that awareness campaigns were of great help in curbing drug and substance abuse among university students. Awareness campaigns helped by empowering students with relevant information on the dangers of drug and substance abuse.

A study on the effect of awareness on substance abuse among university students at a private university in Kenya by Kiriru (2018) concurs with the findings of the current study since he found out that drug awareness had helped some of the students involved to stop abusing drugs. Another study by Mbutia et al. (2020) concluded that universities and any other institutions of higher learning should intensify awareness campaigns to sensitise students against substance use and misuse. As such the findings of the current study concurred with the literature review.

The study found out that 8 out of 15 (53.33%) participants suggested that establishing an institutional drug and substance abuse policy was an effective intervention strategy against drug and substance abuse. The study by Mbutia et al. (2020), in agreement with the findings suggest that alcohol and drug abuse institutional policy had to be instituted by universities. The policies were to be geared towards getting high risk students for the help they need to change their behaviour. The American Council of Trustees and Alumni echoed the same sentiments by suggesting some of the effective

ways as increasing identification checks at on-campus events, limiting alcohol advertisement on campus and banning alcohol consumption within the university venues like sports stadiums and halls of residence, (ACTA,2019). The institutional drug and substance policy would help a great deal in combating drug and substance abuse among university students.

Other suggested intervention strategies identified included providing counselling and advisory services, involvement of non-governmental organisations, providing a variety of alternative leisure activities, assisting affected students to access treatment and support and peer education to mention a few. Albert Bandura's Social Learning theory aspect on modelling is in support of peer education. Students copy the good influence and behaviour exhibited by their peers and thus avoid falling into the drug and substance abuse problem.

From the review above findings, it emerged that a number of possible strategies could be employed to minimise drug and substance abuse among university students. Together, the present findings confirmed there was need to occupy students productively and also enlighten them on the dangers of drug and substance abuse. As the old adage goes that "An idle mind is the devil's workshop", continuous engagement of students in productive activities allow them to focus on their studies and therefore avoid the deadly threat of drug and substance abuse.

A study done at Purdue University which showed that during the week of the Grand Prix in Indianapolis, Purdue University offered their students more than thirty alternative events, which included cookouts, athletic activities, movies, and racing festivities in an attempt to reduce high-risk drinking problems within the university (ACTA, 2019) is in agreement with the current study.

Offering alternative activities in an environment less prone to drug and substance abuse would be a best way to engage students in a productive way. In line with Bandura's Social Learning theory students could choose to surround themselves with supportive and drug-free social networks, which helped to protect them against drug and substance abuse. In the same vein, basing on Bronfenbrenner's ecological systems theory, positive microsystem influences, such as a drug-free peer group, acted as protective factors, while negative influences increased the risk of substance abuse.

By considering the various levels of the ecological systems theory, interventions and prevention efforts could be designed to address the multiple influences on drug and substance abuse. This holistic approach recognised that individuals existed within a complex web of relationships and environments, and that addressing substance abuse required understanding and addressing of the factors at each level of the ecological systems theory.

Participants were also asked to identify organisations which would assist in curbing drug and substance abuse among university students.

From the responses, 10 out of 15 of the participants making 66.67% agreed that non-governmental organisations could help to curb drug and substance abuse. Churches were also believed to be of great help by 60% of the participants. Encouraging students to actively participate in their church activities would help to combat idleness which was also identified by 66.67% participants as one of the major causes of drug and substance abuse. Some participants identified the government through law enforcement agents as the third major organisation which could help in curbing the drug abuse issue in the university. The participants also identified the Chaplaincy Department and Counselling and Advisory Services as relevant organisations within the university which could assist in the fight against drug and substance abuse.

Past researches were seen to be in agreement with the findings of the current study. For instance, a study by Nhapi and Mathede, (2016) established that the Church, helps by offering pastoral counselling services to drug abusers and also by keeping the youth occupied with various projects and activities around the church. Another study on involvement of the community in curbing drug and substance abuse by Mtemeri and Nhamo, (2019) found out that the community supports youth drug abusers by reintegrating, teaching, feeding and advising them on drug abuse, as well as reprimanding the violent drug abusers and reconciling them with their families when there are disputes. With regards to Non-Governmental Organisations, a study by Dhillion and Singh (2022) concurred with the current study in that the role of Non-Governmental Organisations (NGOs) and society is of vital importance in the eradication of drug abuse. The findings obtained and literature reviewed suggested that a number of organisations could assist in the fight against drug and substance abuse by university students.

Conclusions and recommendations

The study concluded that drug and substance abuse was prevalent in university campuses and that students were abusing the drugs and substances. The findings established that drug and substance abuse was the excessive and harmful use of drugs or substances that had negative effects on a person's physical and mental health as well as their social functioning. Evidence from the findings indicated that the most common drugs and substances were methamphetamines (crystal meth, guka or mutoriro), cannabis sativa (also known as marijuana, mbanje, weed or dagga), alcohol, and tobacco and prescription drugs while cocaine, nyaope and glue were also used even though they were less common. The study found out that there

was no mentioning of heroin which is also a drug which could be abused. The analysis of these findings revealed that both staff members and students were aware of a variety of drugs and substances that were being abused by university students.

The findings of the study indicated that fellow students were on the top of the list of suppliers followed by the local community and staff members. Pharmacies were the least common supplier of drugs and substances. It was also established that most suppliers were part of cartels who distributed the drugs and substances for personal gain hence did not openly supply as that would attract negative consequences from law enforcers.

The findings of the study identified the causes of drug and substance abuse among university students as peer pressure, harshness of life in the form of poverty, financial constraints or abuse at home, idleness, boosting confidence, lack of guidance, relieving stress and anxiety, curiosity, too much freedom and failure to handle academic pressure. The study concluded that a variety of situations caused individuals to fall into the trap of drug and substance abuse. It emerged that the students already involved in drug and substance abuse wanted to stop while all except one of those who had not started did not want to try due to the negative consequences they have witnessed from their peers. Only one individual wanted to experiment.

The study established several intervention strategies that could be utilised to curb drug and substance abuse among university students. Strategies such as awareness campaigns to enlighten students on all issues to do with drug and substance abuse such as its causes, effects and possible interventions, introduction of the institutional drug policy which addressed issues like providing the help needed by high risk students to change their behaviour like increasing identification checks at on-campus events, limiting alcohol advertisement on campus and banning alcohol consumption within university and dismissal or suspension of offenders. Alternative leisure activities and involvement of Non-Governmental Organisations (NGOs) were mentioned as the other intervention strategies that were to be utilised. Peer education, access to treatment and support, provision of counselling and advisory services, were the other ways of minimizing drug and substance abuse. From the findings, it was concluded that fighting idleness, conducting awareness campaigns and assisting students already involved were the main ways of preventing drug and substance use.

Participants in the study concurred that organisations such as Non-Governmental Organisations (NGOs), churches, the government, Counselling and Advisory Services and the Chaplaincy departments assisted in curbing drug and substance abuse. These findings revealed that it was crucial for universities to put in place measures which would assist in

fighting the war against drugs and substances otherwise the future generation was at stake.

Recommendations

Based on the findings of the study, the following recommendations were made:

There is need to introduce a university wide module on drug and substance abuse for level one semester one students to enlighten them on the consequences of engaging in drug and substance abuse.

Effort should be made to establish an institutional drug and substance abuse policy which addresses issues like providing the help needed by high-risk students to change their behaviour, banning alcohol consumption within the university and conducting regular checks in halls of residence.

There is need to e-resource the Counselling and Advisory Services department to enable counsellors to do online counselling anytime anywhere. The Student Affairs Division with the assistance of other interested organisations should assist in the training of peer educators specifically on drug and substance abuse awareness.

There is need for conducting awareness campaigns with all students on a monthly basis to cover the knowledge gaps which may have been gained during orientation week for the new students.

Revising the ordinance on drug and substance abuse to empower janitors to strictly adhere to set rules on student conduct within the halls of residence.

There is also need to introduce alternative recreational facilities to keep students occupied by both indoor and outdoor games and activities. The study also recommends engagement of the local community to assist in curbing trafficking of drugs and substances to the students.

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Chapter 4

African Sausage (Mutura) for Enhancing Small Scale Business for Economic Development in Kenya

By

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Abstract

African sausage popularly known as '*Mutura*' is prepared from grinded meat, or boiled meat waste cut in small pieces to form stripe and placed in a cleaned small and large intestine from slaughtered animals and left to roast in lit African stove (*jiko*). Most of *Mutura* sellers and buyers love the business done in the evenings earliest as from 6.30 pm. It is a booming business for empowerment of the unemployed youths and economic development yet; it is prepared by the sellers and eaten by the buyers in the evenings in all towns in Kenya. The objective is to investigate the factors influencing the sellers and buyers engage in the business only in the evenings daily not throughout in daytime in most towns of Kenya. The research was a survey method through descriptive research design and a sample of sellers and buyers were selected purposely for the study. The key findings indicate buyers of all categories love to engage in the business in the evenings or night time. It is concluded '*mutura*' is a booming business for empowerment of the unemployed youths and enhancing economic development in Kenya. Therefore, it is recommended that youths who are unemployed and interested in business entrepreneur engage in '*Mutura*' business as it requires small amount of capital for the start and sustainability of the business and enhancing economic development in Kenya

Key words: Kenya, Business, Empowerment, Economic developments, Youths

African Sausage (Mutura) for Enhancing Small Scale Business for Economic Development in Kenya

By

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Introduction

The *Mutura* business is one of the entrepreneurship ventures. Before the research deliberate on entrepreneurship process, the term *entrepreneur* must be defined and understood. The word “entrepreneur” is a French word and literally translated, means “between-taker” or “go-between”. Therefore, an entrepreneur is an individual who takes risks and creates or invents something new (Robert, et al., 2009), such as *Mutura* business venture. *Mutura* business is not new in the Kenyan context. It started in early 1920s in the capital city of Kenya, Nairobi, when the kikuyu men used to prepare “*Nyama choma*” from the animal parts of slaughtered cattle, goats and sheep especially, the head (*Kichwa*), foot/legs popularly known as “*magoti*.” The term *Mutura* is Agikuyu name meaning intestine which all wastes materials/undigested food is removed and stomach meat and accumulated blood in the stomach from the slaughtered animal is removed and put in the pot, mixed, and boiled cut in small pieces, and filled into “*mutura*” (cleaned intestine) tied both two ends...using a string ...and dropped into a Sufuria of hot water to boil. After boiling it is removed roasted slowly ready to be cut into small pieces for eating by the customers/consumers.

The concept of ‘*mutura*’ originated from the Agikuyu elders, when slaughtering an animal, there is meat/parts of the stomach and obviously when an animal is slaughtered blood collect inside the stomach. After skinning the animal, all (stomach parts meat) are removed cut into small pieces using a *panga*, or knife and the salt is mixed into the blood to cloth and mixed with the cut pieces of meat. The pieces of meat can either be eaten in raw form or filled into cleaned intestines (*mutura*) boiled and roasted to be ready for eating. Anthropologically, this was a traditional practice began from villages in rural areas in kikuyu land and slowly spread to towns in urban areas, especially Muranga, Kirinyaga, Kerugoya, Nyahururu, Nyeri, Kiambu and finally to Nairobi City and other towns in Kenya.

The Kikuyu as individuals started the business in rural areas and became entrepreneurs as innovators -developing something unique apart from the normal preparation meat prepared in hotels and restaurants in many towns in Kenya. *Mutura* business is unique because it a business done only in Kenya and sometimes in other parts of the world as introduced by Kenyan immigrants. According to Schumpeter (1952), a function of the entrepreneur is to reform or revolutionize the pattern of production by exploiting an

invention (*Mutura*), or more generally, untried technological method of producing a new commodity (*Mutura*) or producing an old one in a new way, opening new source of supply of materials or new outlet for products by organizing a new industry-for sustainable development and individual economic growth and development in the society.

Definition of *Mutura* Entrepreneur

Several definitions have been analyzed from different scholars of entrepreneurship, there is agreement that “Entrepreneurship” is a kind of behaviour that includes:(a) initiative taking of starting *mutura* business;(b)the organizing and reorganizing a social and economic mechanisms to turn the resources/raw materials for the preparation of *Mutura* and situations to the practical like *Mutura* business operational only in the evenings;(c)acceptance of risk and failure in *mutura* business enterprises (Shapiro,1975).

Businesses are done in the society for economic growth and sustainable economic development. Economic growth in the aspect is the quantitative increase in a country’s goods and services (*mutura*) produced national income or the per capita income from one period to another. This implies economic growth does not take into account on who produces the goods and services or how they are produced (such as *mutura*). The economic development goes beyond economic growth. In this sense Economic development is the persistent increase in a country’s national income accompanied by institutional changes. This implies that as the national income keeps increasing, social, cultural and political institutions also improve or change for the betterment of the consumer welfare, of the citizens, through increased per capita income, better education, health, increased life expectancy and environmental protection and sustainability. There is business done for the big investment and may need and attract large capital. Other business can be small and need small capital for the start. Thus, African sausage popularly known as '*Mutura*' is a small-scale business, prepared from grinded meat, or boiled meat waste cut in small pieces to form stripe and placed in a cleaned small and large intestine from slaughtered animals and left to roast in lit African stove (*jiko*).

Problem Statement

Most of *Mutura* sellers and buyers love the business done in the evening’s earliest as from 4.30-6.30 pm (East African time) and not operated from morning to evening and disadvantages the consumers who would like to buy in the morning and lunch hours or any time required. It is a booming business for empowerment of the unemployed youths and economic development yet, it is prepared by the sellers and eaten by the buyers in the

evenings in all towns in Kenya.it done in open public places and the consumers are at risky to contract cholera and diarrhea diseases.

Significance of the Research

The study explored strategies for successful operation and implementation of *mutura* business to minimize the health hazards emanate from poor business environment for the sustainability of the business for youth empowerment as a consequence income generating and livelihoods for social & economic wellbeing. It embraces the following importance; 1.Findings will be applicable nationally & other countries internationally.2.Will assists unemployed youths who need to invest and venture into the *mutura* business.3. Public health department will apply the findings to improve health standards of the sellers and buyers for safety and sustainable enterprise for economic growth and development in Kenya.4. Non-governmental Organizations will benefit to develop intervention strategies assisting in *mutura* business sector.5.Human Resource practitioners will benefit tailoring training needs as per the requirement of sustainable *mutura* business.6 Students and research scholars will benefit on the added literature in emerging *mutura* business.

The Objective of the Study

The objectives are:

- (1) To investigate the factors influencing the sellers and buyers engage in the business only in the evenings daily not throughout in daytime in most towns of Kenya;
- (2) To determine the raw materials, items and requirements for the operation and management of *mutura* businesses.

Research questions of the study

- 1 What are the factors influencing the sellers and buyers engage in *mutura* business in the evening?
- 2 Which raw materials, items and requirements determine the operation and management of *mutura* businesses?

Theoretical framework for the study

The study employed the *Sae-Mul Udong* (SMU) or new village movement model propounded by Korean scholars (General Park, and Jung Hee in 1970s). In entrepreneurship has proved a successful community development strategy (Hong, 2013). It transformed Korea from a poor country into modern industrialized economy within a short period of time. The model was a village modernization program that focused mental reform of villagers into self-reliance and own-initiated economic growth (Douglass, 3013), such as

mutura business venture. According the model, the government mobilized villagers to take personal initiatives, start projects with little resources at hand before the government came in to boost them in their project initiatives. The government also promoted competition among villagers and rewarded the best performance (Reed, 2010). This model is applicable to the *mutura* entrepreneurs, since the concept of concentrating in one point first and later spreading into other regions for economic development and economic growth in the Kenyan society.

Assumptions of the Study

The study assumed respondents were honest, cooperative & objective in response to research questions in the research instruments & were available in the time of data collection. Further, was assumed the research findings from the research conducted in Turkana County were applicable in solving the similar problems of small-scale business in other counties in Kenya & other parts of the world. It was assumed the findings, *mutura* entrepreneurs become compliant with the health rules. Also assumed that those entrepreneurs involved in *mutura* business areas were assumed to belong to that particular town and come from nearby village. It is assumed that the buyers/consumers were eating the foods which were approved by Public Health officer (PHO). It was assumed that the *mutura* business entrepreneurs had the proper legal documents for the operation of business in designated locations. It was assumed the employees of *mutura* business had healthy certificates enabling handling foods in public.

Limitations of the Study

Target respondents were reluctant in giving proper information fearing information being sought was used to intimidate and used to arrest them in case of unhealthy standards and mistakes. The study was limited to study of African Sausage (*Mutura*) for Enhancing Small Scale Business for Economic Development and not others influencing variables. The other challenge included inaccurate statistics of the actual amount of capital for start and profit and losses incurred from the *mutura* business.

Literature Review

Mutura is small business marketing. A small business marketing consists of those activities that direct the creation, development and delivery of a bundle of satisfaction from the creator to the targeted user and that satisfy the targeted user (Longenecker, et al., 2008) the definition emphasizes the concept of a bundle of satisfaction on a core product /*mutura* and service plus all its important extras/*supu* (meat stew). It may be helpful to view *mutura*/service as having three levels of: one, core product/service, actual

product/service and augmented product or service. In this sense the core product/service is the fundamental benefit or solution sought by customers/buyers of *mutura*. The actual product/service is the physical product/service (*mutura* fatty ingredients) that delivers those benefits. The augmented product/service is the basic product/service plus extras or unsolicited benefits to the consumer/buyer that the product may prompt a purchase.

In *Mutura* business it is an individual personal philosophy influences the strategy uses to achieve personal goals. There are three different marketing perspectives that permeate small business such as *mutura* including: A product-oriented philosophy which emphasizes the product as the single most important part of the business; two, Sales-oriented philosophy which deemphasizes product efficiencies and custom/buyer preferences in favour of a focus on sales. Achieving sales goals becomes the individual's highest priority in *mutura* business; three, Consumer-oriented philosophy which believes that everything including production and sales, centers around the consumer/buyer and his/her needs. The result is all marketing efforts begin and end with the consumer/buyer (Longenecker, et al., 2008).

To one *mutura* businessman, an entrepreneur appears as a threat, an aggressive competitor, whereas to another businessman the entrepreneur may be an ally, a source of supply of raw materials, a customer/buying the *mutura*, or someone who creates wealth for others, as well as finds better ways to utilize resources, reduce waste and produce jobs for others and become glad to get (Vesper, 1980). Therefore, *mutura* entrepreneurship is a dynamic process of creating incremental wealth among youths. The wealth is created by individual youths who assume the major risks in starting *mutura* business in terms of equality, time and career commitment or provide value for the product or services. The product or service (*mutura*) may or may not be new or unique, but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources (Ronstadt, 1989). Therefore, *mutura* entrepreneurship is the process of creating a new business with value by devoting the necessary time and effort in the preparation, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich and Brush, 1985).

The definition therefore stresses further basic aspects of being an entrepreneur. First *mutura* entrepreneurship involves the creation process-creating something new of value. The creation has to have value to the *mutura* entrepreneur and value to the audience (buyer/consumers) for which it is development. Audience can be (a) the market organizational buyers for business innovation (b) the hospital's administration for issuing a new health

certificate for *mutura* employees. (c) Prospective buyers for new materials/*mutura* (d) the town for new product services provided by *mutura* entrepreneurship process. Second, entrepreneurship requires the devotion of necessary time and effort. Only those going through the *mutura* entrepreneurship process appreciate their significant amount of time and effort it takes to create something new (*mutura*) and make it operational in open places in towns in Kenya. Third, the most important part involves rewards (profits and value). Most of the rewards is independence and followed by personal satisfaction. For profit *mutura* entrepreneur, the monetary reward also comes into play, and money becomes the indicator of the degree of success achieved. Because unknowable, action is inherently uncertain (Misses, 1949). This uncertainty is further enhanced by the novelty intrinsic to entrepreneurship actions, such as creation of new products, new services, and new ventures and so on, in *mutura* business (Amabile, 1997; Schumpeter, 1934; Gartner, 1990).

The process of pushing a new venture (*mutura*) is embodied in the entrepreneurial process, which involves more than just problem solving in a typical management position (Stevenson al, 1985). A *mutura* entrepreneur must find, evaluate, and develop an opportunity by overcoming the forces that resist the creation of something new. The process has four distinct phases one, identification and evaluation of the opportunity; two developments of a business plan; three, determination of required resources and four, management of the resulting enterprise. Thus, *mutura* entrepreneurial process is the process of pursuing a new venture, whether it is new products to existing markets, exiting products into new markets and or the creation of a new organization (Lumpkin and Dress, 1996).

Role of entrepreneurship in Sustainable Economic Development.

Mutura entrepreneurship contributes to social wealth by creating new markets, new industries, new technology, new institutional forms, new jobs and net increases in real productivity. (Rocha, 2012; Mkandawire, BBC, 2005). Indeed, *mutura* entrepreneurship is an emerging concept in many states in Kenya and Africa, given fact that the harsh conditions of 1990s lead to decline of formal employment for thousands of people among whom youths graduating from tertiary institutions were majority. Many of those are unemployed youths who have been left out with little choice but to try their hand and luck in entrepreneurship, thus the need to study small-scale business such as *mutura* and its implications in the society.

A country like Kenya with over 65% of population being unemployed (KNBS,2019) of whom 3.5 million are unemployed and who many analysts consider a “awaiting time-bomb” as the projected increase in their numbers could explode into a people’s revolution needs a robust and

develop entrepreneurship skills and culture to bridge the gap of the massive unemployed youths. The role of entrepreneurship (*Mutura Business*) in economic development involves more than just increasing per capita output and income; it involves initiating and constituting change in the structure of business and society. This change is accompanied by growth and increased output, which allows more wealth to be divided by various participants involved *mutura* business entrepreneurship.

In spite of the importance of investment and innovation in sustainable economic development of the area, there is still a lack of understanding of the product-evolution process. This is the process through which innovation is developed (*matura*) and commercialized (in towns in Kenya) through entrepreneurial activity, which in turn stimulates economic growth. The critical point in the product-evolution process is the intersection of knowledge and a recognized social need, which begins the product-development phase. This point is called iterative synthesis, often fails to evolve into a markable innovation and is where entrepreneurs need to concentrate his/her efforts. Most innovations introduced to the market are ordinary, that is with little uniqueness or technology change. As expected, there are fewer technological innovations and breakthrough decreasing as the technology involved increases.

Methodology

The research was a survey method through descriptive research design and a sample of sellers and buyers were selected purposely for the study. Data was collected through the interview guide. The research study interviewed fifty buyers and fifty sellers simultaneously through simple stratified random sampling in ten towns of Lodwar, Lokichar, Kainuk in Turkana County, Ortum, Chepareria, Kapenguria in West-Pokot County, Maili-saba, Kitale in Trans-Nzoia county, Moi's Bridge in Uasin-Gishu County and Matunda in Bungoma County, selected through convenient sampling method.

The research used descriptive research design. Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Johnson & Onwuegbuzie, 2006). Thus, the study adopted a descriptive research design, and was used because this is a method of collecting information by administering a questionnaire to a sample of individuals (Orodho, 2003). Too, Gay (1981) defines descriptive research as a process of collecting data with the aim of testing hypothesis as well as with intent to answer the current questions about behavior which is under study.

Discussion and Presentation of Findings

The findings include: (1) *in determining the factors influencing the sellers and buyers engage in the business only in the evenings daily not throughout in daytime most towns of Kenya.* The buyers and sellers were interviewed and gave the following factors: According to sellers, their opinions or viewpoints were captured and unanimously noted that the business depends on the following influencing factors: (a) the numbers of animals slaughtered on the day and must be inspected and approved by Public Health Officers (PHOs).

The Public Health Officers (PHOs) determine the time the raw materials (heads, legs, stomach) for *mutura* production will be supplied to *mutura* business entrepreneurs. Therefore, the process of inspection and approval ends appropriately in the noon. (b) Once the raw materials (heads, legs, stomach) arrive in the enterprise approximately 1 pm and preparation for cooking starts, that is, (i) in the preparation of raw materials (heads, legs, stomach) must be roasted first to remove fat from the skin (ii) after the fat is removed, then head and legs must be boiled for two to three hours to be ready for consumption by the customers (iii) the meat used to prepare *mutura* must also be boiled and removed when ready and grinded or cut into small pieces to be filled in the stripe of small or large intestine. Thus, it takes time and compels *mutura* seller/entrepreneur to be patient until it is ready and start selling in the evening, the earliest at 4 pm in the evening.

The buyers also concurred with the factors the sellers expressed and were aware of the time when the product was ready and that is why they come in the evenings to buy *mutura*. Some buyers/ consumers illustrated that in the evening is the right time for most of the people/ workers/ employees come from their place/ stations/ organizations of work. Some also indicated that the time is appropriate; to eat *mutura* before and after going to bars for drinking, because *mutura* is regarded as a neutralizer to consumed alcohol.

(2) *To determine the raw materials, items and requirements for the operation and management of mutura businesses.* *Mutura* business enterprise is like other business done anywhere, however it's unique because the sellers and buyers of all categories love to engage in the business in the evenings or night time. It is a booming business for most unemployed youths. It can be referred to as side hustling business since most of the entrepreneur do it through the meagre capital available at their disposal.

The findings shows, first *Mutura* business is unique with the following feature: one, it operates in the evenings through midnight; two, most of the customers/buyers are drunkards or associated with alcohol, however there are others who love to buy boiled meat and go to use for dinner; three, it is a business of mostly roasted meat/*nyama choma* without *ugali* /food and sometimes in a more advanced places, there is availability of

food for customers; four, buyers /customers eat while standing and a few sit on benches while eating; five, there is no rental house required, since it is operated on open public places in towns; six, it is gender parity since most of the buyers/customers are men, however women customers/buyers purchase and go to eat in a private place or at their homesteads; seven, it operated in open public places within towns and along the highways or streets Kenyan towns, that is why women purchase to eat in private places; eight, the main menu is (i) boiled parts of cattle heads and a piece is cut depending on quantity and quality of the preferred part by the consumer/buyer or customer (ii) roasted parts of cattle stomach such as livers, kidneys, hearts, spleens, large and small intestines and so on. (iii) grinded fatty pieces of meat and filled in small and large intestine and placed on rid *jiko*(lighter) to roast slowly as customers/buyers purchase, this is what is referred to as “*mutura*”(iv),boiled *supu*(*meat stew*) for customers/buyers to drink (v) roasted and boiled legs of cattle, sheep or goats for preparing *supu*(*meat stew*);(vi)sometimes when the entrepreneur slaughters can prepare “*obosontoto*” in ekegusii language and “*ochuri*” in dholuo language),a mixture of the waste liquid from small intestine and bile prepared for drinking and believed to have medicinal value; eight, it is a business operated in specific sites especially where there a flowage of customers either from places of work or highlighting from public transport vehicles or waiting board public vehicles.

Sites include places near butcheries, bars, junctions and bus stages. Nine, *mutura* business does not require a lot of plates because table is already used as plate for cutting pieces of meat, there are special timber wooden plates cut by the carpenter measuring 1 feet by 6 inches rectangular in shape, thus, a wide table is appropriate to accommodate a large number of customers/buyers/consumers in surrounding the table while standing or sitting and eating. Sometimes the “wooden rectangular plate” can be used by more than two or three as they consume the pieces of *mutura* and leave and create space incoming customers or buyers.

The business only needs cups for customers’ use in drinking *supu* (*meat stew*). Ten, it is a unique sausage because its two to five feet long cut to customers in pieces and on demand and preference, compared to English sausage three inches long and purchased whole and no cutting. Eleven, tooth picks are used in eating the pieces of *mutura* from the table. Because of emergence COVID-19, the business was compelled to avail water for washing hands properly before eating *mutura* using tooth picks. Twelve, fat or cooking oil is not required for preparing *mutura* foodstuffs, because already contain fatty ingredients. Thirteen, there is no criteria/measuring yardstick for cutting the pieces of *mutura* for consumption, thus depends on

individual seller. Fourteen, the price per piece cut of *mutura* measuring 1 inch to 2 inches long is Kenya shillings Ksh.10 to 20 shillings each.

Second, the research findings indicate that *mutura* business is a small-scale business for middle class people and empowering youths for livelihood and income generating business for the households and for sustainable livelihoods in households and for economic growth and sustainable development. Also the buyers are from lower through upper class in the contemporary society.

Thirdly, *Matura* business need small capital for the start approximately amount ranging from five to ten thousand depending on the supply and demand basis. The capital is used to buy the utensils and other necessities for preparing *Matura*. The utensils needed for *mutura* business enterprise are: (i) *Sufuria*/pot (ii) Knife/knives (iii) Tables (iv) Plates (v) cups (vii) *Jiko*/ lighter/ Stove (vii) meat grinder (viii) bench for sitting (ix) timber wooden rectangular plates (x) five-liter plastic jerry cans for shaking and preparing *supu*/meat stew for consumers (xi) bucket for washing and cleaning meat(xi) tooth picks. Once the utensils and equipment are available, there must be supply of the following raw materials for preparing *mutura*; (i) Heads from slaughtered cattle/bulls, goats or sheep (ii) large and small intestines (iii) Pepper (iv) Onions (v) Tomatoes (vi) clean water (vii) firewood. (viii) Salt. (ix) soap/detergent for washing hands.

Fourth, the availability of raw materials supplied from supplier(slaughterman), the following end products /goods/items are domestically manufactured/produced for the consumers or buyers;(1) from the boiled head of slaughtered cattle, goat and sheep, the following are end-products; (a) tongues (b)ears (c)eyes (d)noses(e)the head meat. (2) Legs/*Magoti* the following are end products ;(a) *supu*/meat stew (b) meat (c) bone-marrow for mixing *supu* and drinking. (3) Stomach parts the following are end products from either boiling or roasting including (a) liver (b) kidneys(c) large and small intestines, (d) spleen. (4) *Mutura* is the end-product in itself, prepared from boiled pieces of meat, grinded, mixed with onions, tomatoes and peppers and filled into the un-boiled small or large intestine.

The un-boiled filled intestines form a long chain of *mutura* measuring two to five feet long depending on the size and length intestine, placed on the *jiko*/stove for roasting slowly and being turned several times to ripe and be ready for consumption by the consumers/buyers. 5. removed/cut scrotum with testicles in bulls or *ekidong*' in aturkana language /or udder in cows "*enyeri*" in ekegusii language also form the end product, boiled or roasted and cut into small pieces for buyers to buy in whole or in pieces.

Conclusion

It is concluded '*mutura*' is a booming business for empowerment of the unemployed youths and enhancing economic development in Kenya. The research concluded *mutura* business has benefits and challenges to the sellers. The benefits of *mutura* business to entrepreneurs include (i) Small capital for starting and operation of the business ranging from Kenya shillings two thousand to ten thousand Kenya shillings. (ii) It is flexible type of business since it depends on the availability or supply of raw materials (such as heads, legs, testicles and so on) thus, if not supplied the entrepreneur will not operate business on that particular day. (iii) Little risks at the start, and if the business makes losses can stop for a while. (iv) Few legal formalities requirements just a business license and health certificate. (v) Cheap labor and sometimes free from the family members. (vi) No special skills required for operating the business, and a seller gains experience in processing of selling to customers. (vii) No rental costs incurred, since it is operated in an open place and environment. (viii) The business is transferable from one region to another due to weather conditions unfavorable for operation especially during rainy season. (ix) Occupy small space and open place and easy to pay as it taxed by county clerks every day when the business is operational. (x) No marketing of *mutura* business since it attracts people who are interested in the end products/ in need.

Despite the fact *mutura* business has benefits, it has some limitations to seller including : (1) inadequate management skills by the sellers. (2) It is affected by the weather conditions especially rain since operated in open public places. (3) Competition from other similar business entrepreneurs dealing with selling similar products in butcheries. (4) Not easy to expand into other level because it depends on the numbers of animals slaughtered per day, this means the more the slaughtered animals the high business and vice versa. (5) Low capital base and cannot be used to acquire loans from financial institutions especially banks. (6) No spread of business risks, since it is operated on anticipation of the required raw materials supplied per day. (7) The *mutura* business is affected by the harassments from the local authorities/county police officers popularly known as "*kanjo*" in Kenya. (8) the nature of *mutura* business products are perishable and affects business if not finished on material day leading to losses. (9) The *mutura* business is affected by price fluctuations as a result of low demands from the customers or buyers. And seller can sell the products on draw away prices. (10) Low accessibility to loans in financial institutions, except micro-finance institutions with higher interests and the "*hustler Fund*" introduced by the fifth president in the Republic of Kenya, William Ruto government. (11) The scarcity of the raw materials (heads, legs and stomach meat) for make the entrepreneur make orders from other town as far from Nairobi city. (12) The

Mutura entrepreneur is supposed to have his/her own motorbike (boda boda) to transport the raw materials from the slaughter house to the business site.

Recommendation

Basing on the conclusion through the advantages/benefits of *mutura* business to the seller/ entrepreneur, it is recommended youths who are unemployed and interested in business entrepreneur, engage in '*Mutura*' business as it requires small amount of capital for the start and sustainability of the business and enhancing economic development in Kenya. Stakeholders in the *mutura* business sector should set up rules & regulations to minimize the nature of health risky to the buyers. This implies to introduce health standards and business operate in high hygiene so as to safeguard the buyers/consumers from cholera and diarrhea diseases. The county governments should allocate the *mutura* enterprises specific location for operation and management of the business. The *mutura* entrepreneurs should be allowed to access loans in the financial through guarantors having capital amount exceeding the amount required to be borrowed.

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Chapter 5

Financial Accountability and Performance of Private Universities in Uganda: A moderating effect of resources and competence of proprietors

By

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Abstract

The overall aim of this study was to examine the effect of financial accountability on performance of private universities in Uganda. The study makes a critical analysis of performance of private universities and suggests practical strategies for overcoming performance challenges. Performance of private universities is measured by how well organizational goals are met, and it indicates the capacity to meet goals through the use of financial resources in an effective and efficient way. The study is guided by a hypothesis, that financial accountability is not statistically significant in the performance of private universities. The study taps into the voices of university stakeholders seeking their opinion on how to address performance challenges and 162 sample units were selected and participated in the study. The results were presented using, Scatter plots, regression analysis, correlation coefficients and percentage tables while SEM was to perform confirmatory factor analysis, principal component analysis, variance analysis, correlation coefficients and regression analysis. There was positive significant correlation between the financial accountability and the University performance ($r = 0.641$, $P < 0.01$). The results further indicate that financial accountability individually explains 41.1% (R Square Change = .411) of the variations in University performance. The study found out that all dimensions of financial accountability exhibit a positive and significant relationship with performance. Hence value for money, financial reporting and audited accounts can ensure transparent financial transactions, avoid diversion of funds, and create robust strategies for mobilizing resources and save funds that can be utilized to improve financial sustainability and education quality in private universities. The study recommends that private universities should establish transparent financial reporting, promote active engagement of proprietors in financial decision making and resource mobilization, adherence to fiscal responsibilities, and effective financial governance as well as training proprietors in university financial management

Key words: Financial Accountability, Financial Management Practices, Financial sustainability, Education Quality, Performance

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By

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Introduction

Worldwide, higher education has undergone significant changes in response to societal demands and needs in the USA, Europe, Latin America, Canada, Asia, and Africa. In fact, private higher education has evolved more rapidly than the public system, and in many nations, it is seen as a supplement to the public system (Obasi, 2016). To enhance access to higher education, many nations, like Nigeria, Malaysia, and Indonesia, liberalized and encouraged the privatization of higher education and many private universities mushroomed in those countries (Lawita, 2018). In the last three decades, many private universities have been mounting support and dedication to address performance challenges. Many universities in different parts of the world started implementing policies aimed at improving performance of these education institutions (Amponsah & Onuoba, 2013). Many around the globe view good performance in following areas, that is, adjustment and restructuring of the teaching curriculum, research, daily operations, the human resources, financial management, adequate learning infrastructure, financial sustainability, strategic planning, resource mobilization, environmental issues, competitive position, quality teaching and research, social corporate responsibility among others (Aleixo, 2018; Amponsah & Onuoba, 2013).

The World Bank and international monetary fund required sub-Saharan African nations like Uganda to adopt certain policies known as the structural adjustments, which called for the removal of subsidies from higher education and advocated for cost sharing in university education. These policies, along with an increase in population that was not matched by the government's expansion of new educational institutions or universities, all contributed to the acceleration of the establishment of private universities in Uganda in 1988 (Ochwa-Echel, 2016). The demand for private universities was further enhanced by the introduction of universal primary education in 1997 that doubled primary enrollment from three million in 1998 to six million in 1999 and to 8,297,000 in 2009. This was followed by the introduction of universal secondary education in 2006 which increased the number of potential applicants for university entrance from 728,393 in 2005 to 1,194,454 in 2009 (UBOS, 2010). Following the explosion of private universities globally, the number of private universities has grown from 40.6%

in 1969 to 57.5% in 2015. In Africa, private universities have grown from 35 in 1969 to 972 in 2015 (Zezeza, 2018). In Uganda, 83% of the universities are private (Auditor, 2020).

Due to funding challenges, private universities in Uganda find it hard to fund research and staff development (Nabunya, Mukwenda, & Kyaligonza, 2019). Lack of financial sustainability is a main weakness in private universities. The heavy reliance on donor support reflects the broader economic context of Ugandan universities. (Amponsah, 2013), asserts that most performance challenges include funding and management of the available funds. Many private universities operate without charters, and they lack enough senior academics like PhD holders and professors (NCHE, 2020). The quality of service by many is also shoddy, but a few of them have better equipment, newer buildings and better facilities than the public universities (Ochwa-echel, 2016; Nkata, 2006).

Largely due to multiple funding inadequacies, most private universities have numerous performance challenges. These challenges include many of these universities operating without charters, and lacking enough senior academics, like doctoral holders and professors, to steer the academic stature of these institutions. Only eleven private universities in Uganda out of forty-three (26%) were chartered (NCHE, 2022), thirty-two were still struggling to put in place the basics or minimum standards required for the regulator to grant them a charter status which is an indicator of poor performance (Kitubi, 2023). According to National Council for Higher Education [NCHE] (2020), failure to obtain a charter is an indication that the private university has failed to put in place the basic minimum quality standards required to offer higher education. Many private universities are performing poorly for example Uganda Christian University and Uganda Martyrs University, which have sometimes appeared among the top 100 best performing private Universities in Africa are also facing performance challenges and equally struggling financially (UCU Budget Performance Report 2022; Katusiime, 2020; Aleixo, 2018).

In Uganda, about 30% to 40% of the unit cost of the programs registered for are paid by students (Mabala, 2017), however not much attempt has been done to discover how private universities survive and cover this financing deficit caused by low fees collections. Notwithstanding, the above reports and studies are silent on the financial management practices used in private universities and their impact on performance. Without research on feasible financial management practices on performance, a number of universities are at the verge of collapse and if they are left to collapse a lot is at stake for the millions of students, parents and the community depending on these private universities (NCHE, 2022; SSerugo, 2023; Kitubi, 2023). Thus the purpose of the study was to examine how financial accountability

influence the performance of private universities in Uganda in the hope of developing a financial management model tailored to private universities, and to assess the moderating effect of the role of proprietors' resources and competence in directing financial accountability to influence the performance of private universities.

Materials and Methods

The post-positivist approach, which calls for the use of mixed techniques, was utilized in this study. The study adopted a mixed methods research approach to cater for both numeric and non-numerical aspects related to financial accountability and performance of private universities. Non-numerical information was collected through interviews with key informants while numeric information was collected through questionnaires. The mixed approach was justified on the presumption that certain aspects of financial accountability are subjective and non-quantifiable. The literature has advanced a number of mixed methods research designs (Caruth, 2013). This study collected both qualitative and quantitative data simultaneously using a convergent concurrent mixed methods methodology. Thus, a descriptive, analytical and cross-sectional research design was used.

The analytical and cross sectional were adopted and applied in relation to the quantitative data so as to establish the correlational effects of the hypotheses. The collected data was analyzed using two statistical software programs. That is Analysis of Moments of Structures (AMOS) version 26 was utilized for structural equation modeling (SEM), and SPSS version 26 was specifically used for preliminary data analysis. In contrast, content analysis was employed in the qualitative approach.

The results from bivariate data were presented using, Scatter plots, regression analysis, correlation coefficients and percentage tables while data that had more than two variables, the study employed multivariate techniques such as; confirmatory factor analysis, principle component analysis, variance analysis, correlation coefficients and regression analysis. The population of the study were composed of stakeholders who were involved in directing or managing finances of these eight private universities totaling to 280. The unit of analysis was eight private universities from South Western Uganda.

The unit of inquiry was the university stakeholders, which were individuals who are affected by the existence of a private university in one way or the other and those directing or managing finances that affect performance. The stakeholder categories included 56 members of senior management, 80 members of the executive committee of guild leadership, 32 deans of faculties, 96 senior members of academic staff, 16 members of finance department totaling to 280. These people were selected because of

their expertise in the affairs of the universities and they were hoped to provide detailed relevant data for the study.

The study used the modified sample determination formula by Cochran (1977) to determine the sample size for quantitative data. According to the modified formula,

$$n = \frac{n_0}{1 + \frac{n_0 - 1}{N}}$$

Where

n_0 : Cochran's computed sample size for an ideal population, which is 385

N : the population

$$n = \frac{385}{1 + \frac{385 - 1}{280}} = \approx 162$$

The Cochran's modified formula was used because it is appropriate for small and finite populations. The study employed stratified sampling to generate the sample size for the study. A random sample is then drawn from each sub-population category (stratum) proportionally or disproportionately. Proportionate or proportional allocation to size (PS) was then employed in each sub group or stratum. All the eight private universities in south western Uganda were selected so as to obtain sufficient and reliable data and draw conclusions.

The sample selected from each sub population are shown in the table below

Table 1 Population category and Sample size

Category	Population size (n)	Sample Size $n_i = \frac{n \times N_1}{N}$	Sampling techniques
Deans of Faculties	32	19	Simple Random Sampling
Senior Academic Staff	96	56	Simple random sampling
Senior staff in Finance department	16	09	Simple random sampling
Members of Executive committee of guild leadership	30	46	Simple random sampling
Senior members of management	56	32	Simple random sampling
Total	280	162	

Source: Researcher's computation, 2023

The study also used purposive sampling to select key informants to this study. The researcher selected the key informants because of their unique experience and information on university functioning. Purposive sampling was used due to the difficulty of accessing some of the university stakeholders like top management, internal auditors, members of university council (Kobugabe, 2022; Nalwoga, 2021). For the qualitative approach, a total of 16 respondents participated in the qualitative interviews. These included academic registrars, senior accountants, vice chancellors, members of senate and council.

The sample size of 16 stakeholders was arrived at using the saturation point. This was the point at which analysis of additional interviews led only to aspects that had already been mentioned in previous conversations and did not result in new findings (Creswell, 2006). Therefore, questionnaires, and interview guides were used to collect data from the field. After the data collection exercise, before doing an extensive cleaning and hypothesis testing, quantitative data was entered into the Statistical Package for Social Science (SPSS) version 26. The collected data was analyzed using two statistical software programs. Analysis of Moments of Structures (AMOS) version 26 was utilized for structural equation modeling (SEM), and SPSS version 26 was specifically used for preliminary data analysis. In contrast, content analysis was employed in the qualitative approach.

Results and Discussion

Reliability test of the instruments

A pilot study was then carried out at Uganda Christian University which had similar characteristics as the study area. This allowed the questionnaire to be pre-tested for consistency and reliability. 18 respondents completed the pre-test questionnaires used as the primary means of gathering data, this made up

roughly 11% of them. By default, 10% of the sample should be used for the pilot test, according to Cooper & Schilder (2015), who also consider the exercise's feasibility, cost, and time constraints. Using SPSS version 25, statistical analysis was performed on the data collected from the pilot project. Every variable has a Cronbach's alpha coefficient established. Finding the questions with inconsistent measurements was made easier thanks to this. The Cronbach's alpha ranges from 0 (instrument full of error) to 1 (total absence of error from the instrument). Questions that have a Cronbach's alpha of 0.7 and above were retained because such questions had acceptable reliability as supported by (Kamau, 2016).

Diagnostic Tests

Given the conceptualization of this study and the hypotheses generated for testing, it required conducting parametric tests. However, a few tests must first be performed to see whether the data satisfies the assumptions for parametric tests before this can be done. Using Field's recommended methodology, specific assumptions were checked, such as the data's normal distribution, homogeneity of variance, linearity, and multicollinearity. (2005).

(a) Normality test

Different normality tests are used depending on convenience of the technique, the tests include: the Shapiro-Wilk (SW) test, the Kolmogoro-Smirnov (KS) test, the Anderson-Darling (AD) test and Lilliefors (LF) test (Razali & War, 2011) The Shapiro-Wilk test was used to check for normalcy since it has a higher power attribute and yields better findings than the other tests (Keya & Rahmatullar, 2016). Field (2005) states that the Shapiro-Wilk test compares the sample results to a set of scores that have the same mean and standard deviation and are regularly distributed. The data is considered normal if the Shapiro-Wilk test's significance value is higher than .05. If it is less than .05 then the data significantly deviates from a normal distribution. The test results were presented in table 15 as follows:

Table 7 Test of Normality - Shapiro-Wilk test

Variables	Statistic	Df	Sig.
University performance	.973	78	.064
Financial accountability	.962	78	.533
Budgeting	.961	78	.460
Financial control	.960	78	.337
Working capital management	.965	78	.602
Role proprietor	.904	78	.092

Source: Researcher's computation, 2023

The table provides statistical results for various variables, including University Performance, Financial Accountability, Budgeting, Financial Control, Working Capital Management, and Role Proprietor. Each variable's statistical analysis includes the test statistic, degrees of freedom (df), and significance level (Sig.). For University Performance, the test statistic is 0.973 with 78 degrees of freedom, yielding a significance level of 0.064. Although slightly above the conventional threshold of 0.05, this suggests a trend toward significance for University Performance. Conversely, the other variables—Financial Accountability, Budgeting, Financial Control, Working Capital Management, and Role Proprietor—have significance levels above 0.05 (ranging from 0.337 to 0.602), indicating a lack of statistically significant differences or relationships within these variables based on the given significance levels. Overall, the statistical analysis suggests potential significance for University Performance, while other variables do not demonstrate statistically significant results at the conventional significance level. A bell-shaped histogram indicates that data is normally distributed.

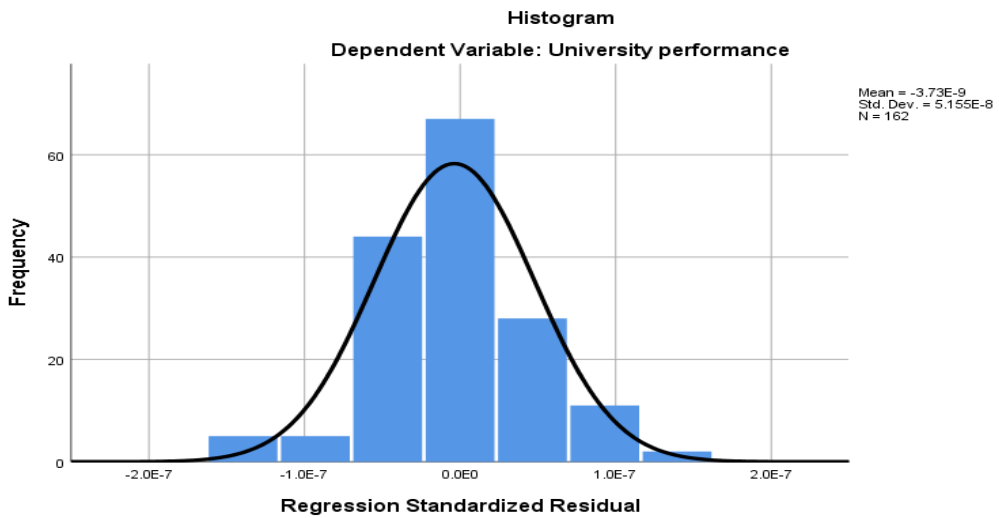


Figure 4 Histogram showing the test for Normality of study variables
Source: Primary Data, 2023

Figure 1 shows a histogram with bell shaped curve superimposed. Considering the histogram above, the results in this study reveal a fairly bell-shaped histogram. One can conclude that financial management practices, role proprietor and University performance approximately follow a normal distribution, thus upholding the normality assumption.

(b) Homogeneity test

To further ensure the suitability of the data for parametric tests, homogeneity test was performed. According to Field (2005), homogeneity assumes that the variance of one variable should be stable at all levels of other variables. Levene’s test is one of the commonly used tests for homogeneity. Field (2005) states that if the Levene statistic is non-significant ($p > .05$), then the data is homogeneous (the differences between the variance is close to zero) and vice versa. The results presented in Table 8 show that the assumption of homogeneity of variances was upheld.

Table 8 Test of Homogeneity of variances

Variables	Levene Statistic	df1	df2	Sig.
University performance	1.034	4	403	.642
Financial accountability	1.044	4	403	.463
Budgeting	1.454	4	403	.320
Financial control	1.087	4	403	.420
Working capital management	1.423	4	403	.592
Role proprietor	1.054	4	403	.074

Source: Researcher's computation, 2023

The Levene statistics were employed to assess the equality of variances across different variables in the study. For the variable "Financial Accountability," the Levene Statistic was 1.044, with degrees of freedom (df1, df2) as 4 and 403, and a significance level (Sig.) of 0.463. The non-significant result ($p > 0.05$) indicates homogeneity of variances among the groups associated with Financial Accountability. Similarly, the variables "Budgeting" (Levene Statistic: 1.454, Sig.: 0.320), "Financial Control" (Levene Statistic: 1.087, Sig.: 0.420), and "Working Capital Management" (Levene Statistic: 1.423, Sig.: 0.592) all exhibited non-significant Levene statistics, suggesting homogeneity of variances for these variables. However, for the variable "Role Proprietor," the Levene Statistic was 1.054, with a significance level of 0.074, indicating a borderline case where the variances may or may not be significantly different. Further investigation or caution is warranted for the variable "Role Proprietor."

Graphically, a scatter plot was drawn by plotting the residuals against the dependent variable. The result of the scatter in Figure 2 shows that the points are evenly dispersed around zero, thus providing evidence that the homogeneity assumption was met.

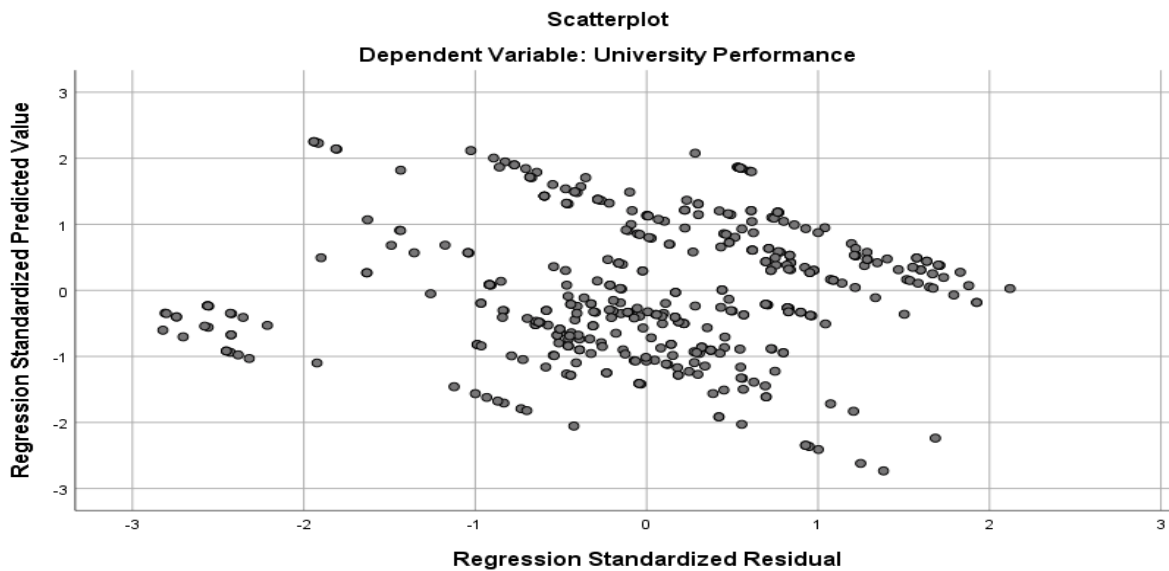


Figure 2 Scatter plot – homogeneity test

Source: Primary data 2023

(c) Linearity test

Linearity means there is a straight-line relationship between two variables. This assumption is important because regression analysis only tests for linear relationship between the independent variables (IVs) and the dependent variables (DVs). Linear data is where scores are seen to be in a fairly straight line, not a curve. In the current study, a normal probability plot (normal Q-Q plot) was used to plot the residuals against the predicted scores in the Figure 4

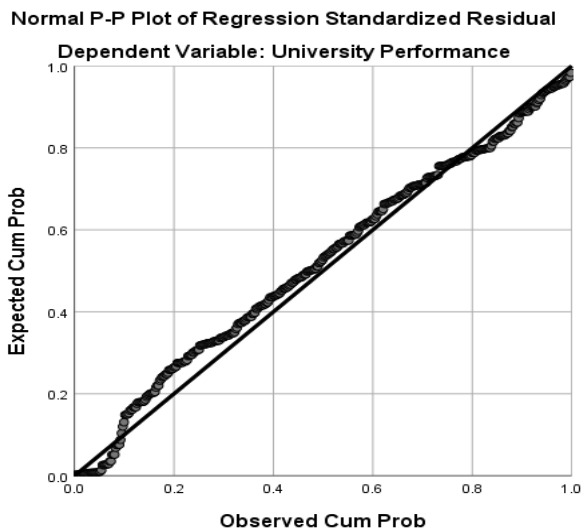


Figure 3: A normal probability plot (normal Q-Q plot)
Source: Primary Data, 2023

Considering the normal probability plot in Figure 3 above, the results revealed a fairly straight line thus the data passed the linear assumption test. Therefore, relationship between financial accountability, budgeting, financial controls, working capital management, role proprietor and University performance can be tested.

(d) Multi – Collinearity test

Multicollinearity exists if the predictor variables correlate highly when regressed against each other. A collinearity diagnostic test was carried out to determine whether each of the predictors – financial accountability, budgeting, financial controls, working capital management, role proprietor and University performance have a linear relationship with each other. Under this procedure, two values are given, the tolerance and the variance inflation factor (VIF). The tolerance value indicates the extent to which the other independent variables in the model do not account for the variability of the designated independent variable. The tolerance value's inverse is called the VIF. Different researchers suggest different cutoff thresholds for the accept/reject criterion based on the tolerance statistics. According to Menard (1995), if the tolerance values are below .9, that shows the existence of multicollinearity, while VIF values above 10 indicate serious concern (Myers, 1990; Bowwerman & O’Connell, 1990).

Table 9 Multicollinearity results

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
Financial accountability	0.614	1.627
Budgeting	0.992	1.008
Financial controls	0.655	1.528
Working Capital Management	0.565	1.769
Role of proprietors	0.617	1.621

a Dependent Variable: University Performance

Source: Primary Data, 2023

The collinearity statistics table assesses the multicollinearity among the independent variables—Financial Accountability, Budgeting, Financial Controls, Working Capital Management, and Role of Proprietors—in relation to the dependent variable, University Performance. Tolerance, a measure of the proportion of variance in an independent variable not explained by others, is examined. A tolerance value close to 1 suggests low collinearity. For Financial Accountability, the tolerance is 0.614, indicating that approximately 61.4% of its variance is not explained by other variables. Similarly, the other independent variables—Budgeting (0.992), Financial Controls (0.655), Working Capital Management (0.565), and Role of Proprietors (0.617)—also have tolerances close to 1, signifying relatively low collinearity. Variance Inflation Factor (VIF), the reciprocal of tolerance, provides insights into how much the variance of a regression coefficient is inflated due to collinearity. VIF values below 10 are generally considered acceptable. The VIF values for all independent variables are well below this threshold: Financial Accountability (1.627), Budgeting (1.008), Financial Controls (1.528), Working Capital Management (1.769), and Role of Proprietors (1.621). These low VIF values further confirm the absence of significant multicollinearity among the independent variables.

Results on Confirmatory Factor Analysis

Confirmatory factor analysis was performed using AMOS 21.0TM to assess construct validity. Construct validity refers to the extent to which operationalization of a construct does actually measure what theory purports (Churchill, 1995, Sarantakos, 2005). This is used test how well the measured variables represent the number of constructs as explained as follows;

CFA Measurement model for University Performance

A measurement model employing CFA was utilized in the current study to evaluate University performance using a two-factor model. University

performance was measured using financial sustainability and education quality the analysis is shown in Figure 4.

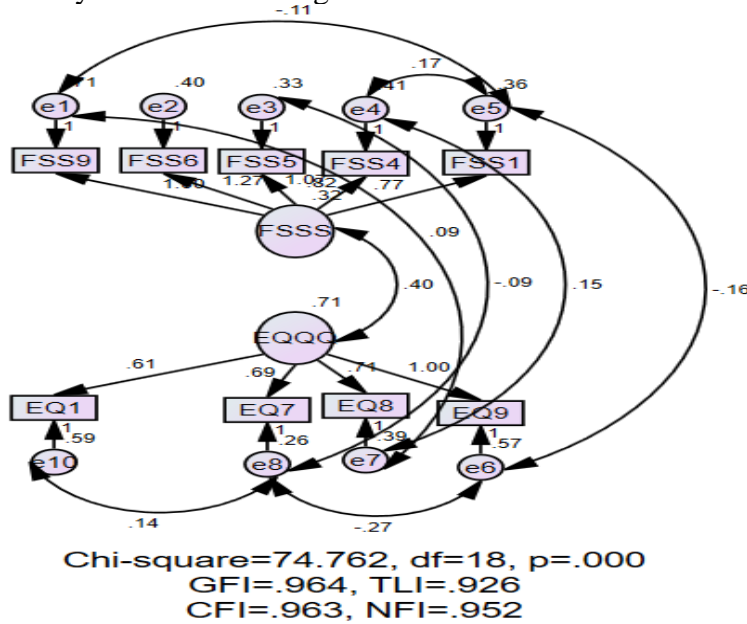


Figure 4 CFA for University Performance

Source: Primary data 2023

Figure 4 depicts that the fit indices resulting from the Confirmatory Factor Analysis (CFA) fall within the acceptable range. The initial CFA results indicated that although the standardized parameter estimates were all significant ($p < .001$), the fit-indices were below the acceptable level signifying a poor measurement model fit. This necessitated a re-specification by iteratively removing items that did not meet the acceptable criteria. The purpose of repeating the filtering process was to remove as few items as possible, considering the need to derive a more parsimonious model. Examination of the modification indices (MIs) revealed misspecifications affiliated with ‘FSS2’, ‘FSS3’, ‘FSS7’, ‘FSS8’ ‘QE2’, ‘QE3’, ‘QE4’, ‘QE5’, and ‘QE6’. Nine out of eighteen items in total were iteratively removed in the final model prior to further analysis. While the number of deleted items was relatively lower compared with the total, their removal did not change the content of the construct as it was conceptualized. This is so because the retained items were significant and had standardized factor loadings higher than the recommended level of .50 thus, the meanings of the factors were preserved.

Table 11 Standardized weights for University Performance

Code	Items	Standardized regression estimates	C.R (t)
Financial Sustainability			
FS	The university has put in place a sound staff development program that guarantees future supply of competent manpower needs.	0.558	10.734
FS	This university enjoys great support from the community for its programs and development agenda	0.749	10.286
FS	The student enrollment in this university is growing steadily	0.725	9.198
FS	A reasonable percentage of the revenue of this university is generated from other sources other than student's tuition fees	0.588	8.272
FS	The university has invested in productive assets that guarantee stable future cash flows	0.559	
Students' grades			
EQ	This University enjoys a favourable position in the current international university rankings	0.743	
EQ	Staff in this university regularly publish their books and articles in internationally recognized journals	0.690	11.904
EQ	Students who finish from this university are easily accepted in the employment fields of their specializations	0.748	10.204
EQ	Financial resources of this university are efficiently utilized to achieve quality education	0.552	9.668

Achieved Fit Indices

CMIN/DF	RMS EA	GF I	CFI	TLI	NFI
4.153 (19.589 / 10.5)	0.087	0.964	0.963	0.986	0.952

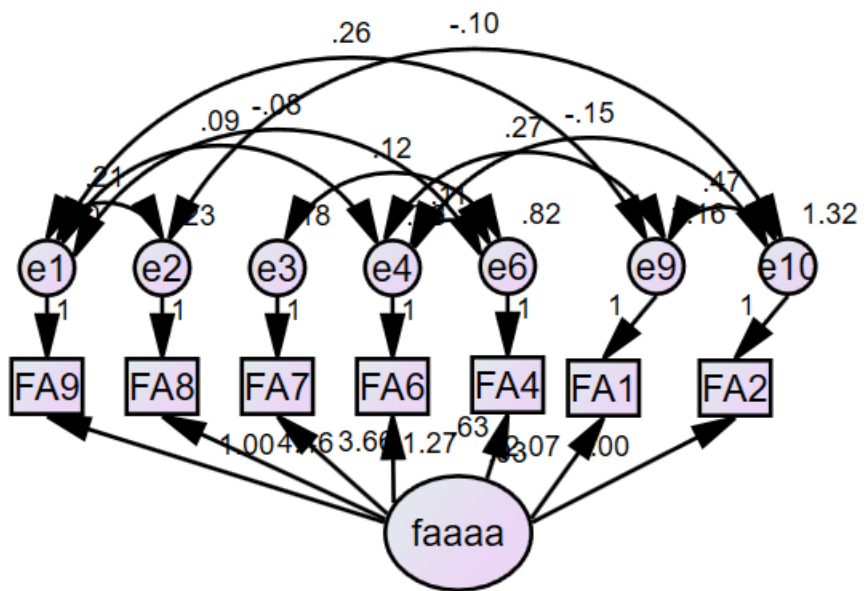
Source: Primary data 2023

Table 11.XX indicate that the standardized parameter estimates for all the retained indicators were statistically significant ($p < .001$) and loaded on this factor. In addition, the results confirm the validity of the model with adequate model fit statistics for this construct measure. The composite reliability was.

0.844, which is well above the acceptable level for scales tested in a new context (Nunnally & Bernstein, 1994); and the AVE is 0.834 The CFA results confirmed the validity of the final model with excellent model fit statistics for this construct measure.

CFA Measurement model for financial accountability

A measurement model employing CFA was utilized in the current study to evaluate financial accountability using a one-factor model with twelve items. However, after careful analysis, two items with poor loadings (namely, 'FA1' and 'FA3') were removed, leaving the remaining items as displayed in figure 10. It is noteworthy that the removal of these items did not alter the construct's conceptualization or content



Chi-square=16.610, df=5, p=.005
 GFI=.989, TLI=.931
 CFI=.984, NFI=.977

Figure 5 CFA for Measurement of financial accountability
 Source: Primary data 2023

Figure 10 demonstrates that the fit indices obtained through Confirmatory Factor Analysis (CFA) fall within an acceptable range. Initially, the CFA findings indicated that, despite all standardized parameter estimates being statistically significant ($p < .001$), the fit indices were below the acceptable

threshold, indicating a less-than-optimal fit for the measurement model. Consequently, a re-specification process was initiated, involving the iterative removal of items that did not meet standard criteria. The goal of this iterative refinement was to eliminate items as minimally as possible while striving to create a more concise and effective model. Analysis of the Modification Indices (MIs) uncovered misspecifications related to 'FA1' and 'FA3'. In the last model, two out of the total nine items were progressively removed before further analysis. The removal of these items did not alter the content of the indicator as originally conceptualized, since the retained items were significant and had standardized factor loadings exceeding the recommended level of .50. Consequently, the meanings of the factors were maintained. Table 26 provides a more detailed explanation of this phenomenon through the utilization of the standardized regression estimate pertaining to the items of financial accountability that have been retained.

Table 2 Standardized weights for financial accountability

Code	Items	Standardized regression estimates	C.R (t)
F A9	The university accounting system follows the international financial reporting standards	0.543	
F A8	There is good monitoring and evaluation of all funded activities to achieve value for money	0.848	4.541
F A7	There is value for money for every revenue spent in this university	0.826	4.116
F A6	Financial performance reports are used to improve performance in this university	0.713	3.195
F A4	Internal audit reports are regularly reviewed to improve performance	0.618	5.432
F A1	The university has a robust accounting system that allows for proper recording of financial transactions	0.601	7.335
F A2	The university management prepares financial statements that represent a true state of the financial situation in the university	0.542	4.646

Achieved Fit Indices

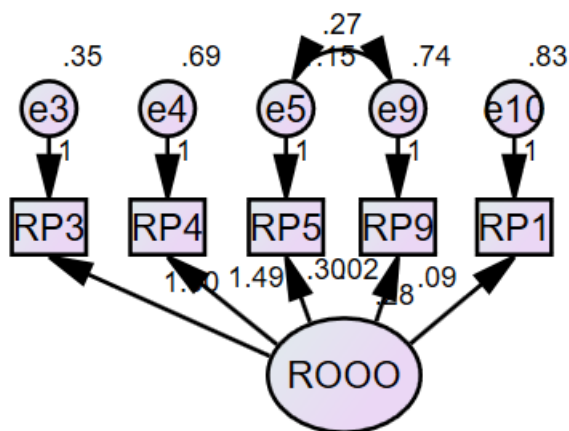
CMIN/DF	RMS EA	GF I	CF I	TLI	NFI
3.322 (730.681 / 21)	0.0530	0.989	0.984	0.931	0.977

Source: Primary data 2023

Table 26 reveals that the standardized parameter estimates for all the maintained indicators were statistically significant ($p < .001$) and exhibited loading on this factor. Furthermore, the outcomes validate the model, showcasing satisfactory model fit statistics for this construct measure. The composite reliability stood at 0.855, surpassing the acceptable level for scales tested in a new context (Nunnally & Bernstein, 1994), and the Average Variance Extracted (AVE) was calculated as 0.901. The results from Confirmatory Factor Analysis (CFA) affirm the validity of the ultimate model, exhibiting excellent model fit statistics for this construct measure.

CFA Measurement model for role of proprietors

A measurement model employing CFA was utilized in the current study to evaluate role of proprietors using a one-factor model with nine items. However, after careful analysis, four items with poor loadings (namely, 'RP2', 'RP6', 'RP7' and 'RP8') were removed, leaving the remaining items as displayed in figure 11. It is noteworthy that the removal of these items did not alter the construct's conceptualization or content



Chi-square=7.602, df=4, p=.107

GFI=.993, TLI=.936

CFI=.975, NFI=.950

Figure 6 CFA for Measurement of role of proprietors

Source: Primary data 2023

Figure 11 illustrates that the fit indices derived from Confirmatory Factor Analysis (CFA) are within an acceptable range. Initially, the CFA results indicated that, despite all standardized parameter estimates being statistically significant ($p < .001$), the fit indices fell below the acceptable threshold, suggesting a suboptimal fit for the measurement model. Subsequently, a re-specification process was initiated, involving the iterative removal of items that did not meet standard criteria. The objective of this iterative refinement was to eliminate items as minimally as possible while aiming to create a more concise and effective model. Examination of the Modification Indices (MIs) revealed misspecifications associated with 'RP2', 'RP6', 'RP7', and 'RP8'. In the last model, four out of the total nine items were progressively removed before further analysis. The removal of these items did not alter the content of the indicator as initially conceptualized, since the retained items were significant and had standardized factor loadings exceeding the

recommended level of .50. Consequently, the meanings of the factors were preserved.

Table 27 provides a more detailed explanation of this phenomenon through the utilization of the standardized regression estimate pertaining to the items of role of proprietors that have been retained.

Table 3 Standardized weights for role of proprietors

Code	Items	Standardized regression estimate	C.R (t)
RP 3	The proprietors appoint competent members of the governing council that gives proper direction of the university	0.669	
RP 4	The proprietors have greatly contributed to the level of performance of this university	0.690	2.146
RP 5	The proprietors have influenced the formulation of effective financial management policies in this university	0.531	2.124
RP 9	The proprietors have put in place strategies to mobilize enough resources to support the university operations	0.711	4.234
RP 1	The proprietors support the university with resources that have improved performance	0.551	4.121

Achieved Fit Indices

CMIN/DF	RMSEA	GF I	CF I	TLI	NFI
1.900 (151.502 / 10)	0.184	0.993	0.975	0.936	0.950

Source: Primary data 2023

Table 27 indicates that the standardized parameter estimates for all the retained indicators were statistically significant ($p < .001$) and demonstrated loading on this particular factor. Additionally, the results validate the model by presenting satisfactory model fit statistics for this construct measure. The composite reliability, reaching 0.798, surpasses the acceptable level for scales tested in a new context, as suggested by Nunnally and Bernstein (1994), and the Average Variance Extracted (AVE) is computed as 0.811. The outcomes of the Confirmatory Factor Analysis (CFA) affirm the validity of the final model, showcasing excellent model fit statistics for this construct measure.

Correlation analysis

Table 12 the correlation between the financial management practices and the University performance.

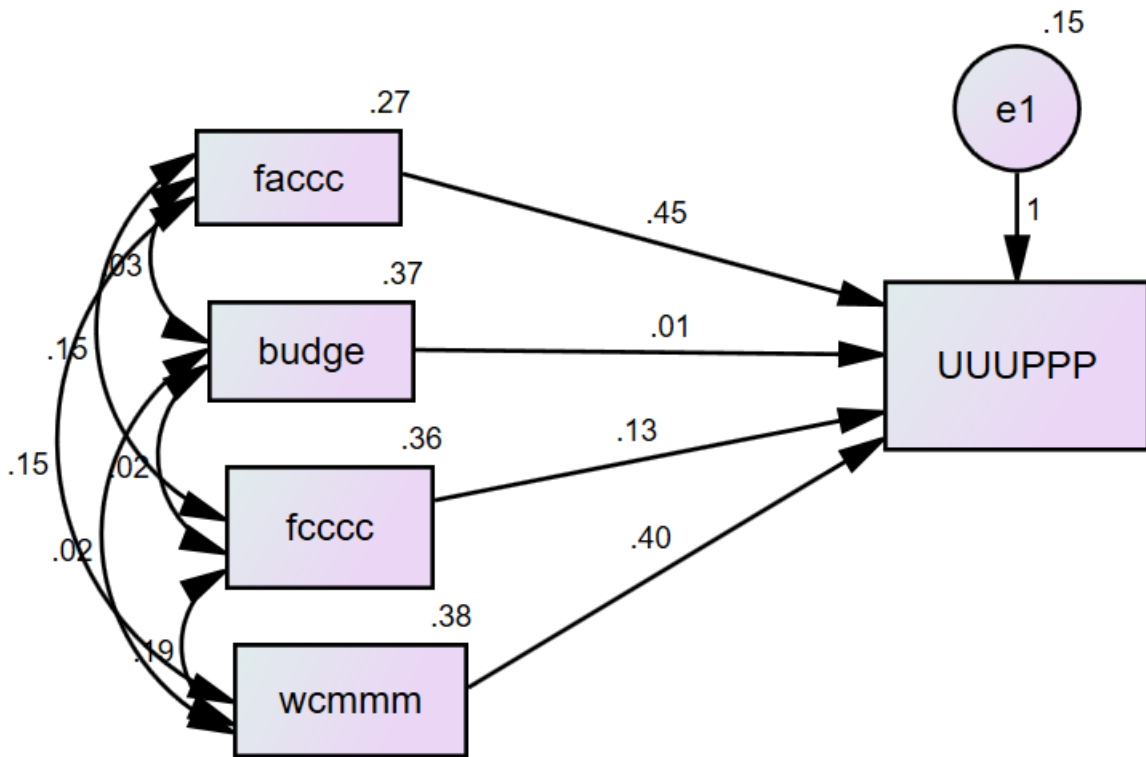
Variables	1	2	3	4	5	5	7	8	9
Financial accountability-1	1								
Budgeting-2	0.08	1							
Financial controls-3	.494**	0.061	1						
Working Capital Management-4	.476**	0.051	.513**	1					
Financial Management Practices-5	.732**	.455**	.764**	.759**	1				
Role of proprietors-6	.506**	0.024	.342**	.553**	.520**	1			
Financial Sustainability-7	.402**	0.041	.455**	.680**	.584**	.429**	1		
Educational quality-8	.741**	0.076	.502**	.520**	.665**	.425**	.645**	1	
University Performance-9	.641**	0.066	.529**	.656**	.691**	.471**	.895**	.918**	1

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

The findings presented in Table 12 indicate that there is positive significant correlation between the financial accountability and the University performance ($r = 0.641$, $P < 0.01$). This implies that a positive change in financial accountability, is associated with a positive change in University performance.

Figure 7 Testing the Direct Relationships between the Global Variables

Following the guidance by Hair, et al (2014) competing models were specified to test the hypotheses. The objective is to settle for the one that fits the data better. Specifically, four models were specified – Model 1 without the control variables (financial accountability). Model 2 with budgeting. Model 3 with financial control and Model 4 with working capital management. On examining the accept/reject criteria suggested by Morgan and Hunt (1994), even though the hypothesized paths were significant in all the models, Model 4 provided a better fit premised on the model fit statistics (χ^2 , df, p-value, RMSEA, CFI, NFI) as reported in table 20. Therefore, the study hypotheses are tested using the results in Model 4 (fig. 10)



Chi-square=108.715, df=56, p=.000
 GFI=.961, TLI=.949
 CFI=.964, NFI=.929
 RMSEA=.048

Figure 12: Model Legend: faccc = Financial accountability, budge = budgeting, fcccc = financial control, wcmmm= working capital management and UUUPPP= University performance
 Source: Primary data 2023

Financial control, budgeting, working capital management and University performance. The findings depicted in Figure 12 display the emergence of a developed model that establishes the relationship between the various components of financial management practices, namely the financial accountability, budgeting, financial control, working capital management, and the University performance. This was additionally demonstrated in Table 29, which presents the structural model outcomes for competing models.

Table 4 Hierarchical regression

Variable	Model 1			Model 2			Model 3			Model 4		
	B	t	Sig.	β	t	Sig.	β	T	Sig.	B	T	Sig.
(Constant)	0.761	5.101	.000	.717	3.803	.000	.449	2.451	.015	.179	1.083	.279
Financial accountability	0.641	5.045	.000	.640	9.401	.000	.502	18.070	.000	.383	9.969	.000
Budgeting				.014	0.379	.705	.008	0.231	.807	.006	0.194	.846
Financial controls							.280	6.803	.000	.130	3.313	.001
Working Capital Management										.407	10.464	.000
R		.641 ^a		.641 ^b			.686 ^c			.763 ^d		
R2		0.411		0.411			0.471			0.582		
AdjR2		0.410		0.409			0.467			0.577		
R2-Change		0.411		0.000			0.059			0.111		
F-Change		29.057		0.144			46.280			109.497		
Sig. F-Change		0.000		0.705			0.000			0.000		

a Dependent Variable: University Performance

Source: Primary data, 2023

The results in Table 29 indicate that financial accountability was confirmed to have a positive significant relationship with University performance (Beta = .383, $p < .01$). This implies that a unit increase in financial accountability will result into 0.383 units increase in University performance. The results

further indicate that financial accountability individually explains 41.1% (R Square Change = .411) of the variations in University performance.

Therefore; we reject the null hypothesis of “*Financial accountability is not statistically significant in the performance of private universities in Uganda*” and accept the alternative and conclude that financial accountability has a positive significant relationship with University performance.

Discussion of Findings

Although the quantitative data showed strong association of financial accountability and performance in terms of financial sustainability and education quality, information from the key informant interviews indicated that private universities were struggling with financial sustainability and education quality issues. Many universities were performing poorly in terms of research and publications, learning infrastructure in terms of lecture rooms, laboratories, academic staff, internet resources and low incomes mainly from tuition fees. Most universities were doing poorly on financial sustainability as they were purely dependent on the low student enrollment to generate incomes to run the universities. While many others were performing poorly in terms of global and national university rankings this is in agreement with (Nalwoga, 2021; Kobugabe, 2022; Obasi, 2016; Echel, 2016). The strongest views from respondents on financial sustainability were based on the fact that most universities were only relying on tuition fees which is prone to fluctuations due to competition and other factors that affect the economy of the country. Some of the views of most respondents are represented by quotations below;

In terms of income and financial sustainability, we are not sustainable. We do not have other sources of income other than tuition fees like grants. We do not have capacity to employ qualified full-time staff. The university majorly rely on part-time staff who do not have enough time to settle down, write proposals for grants and to win research grants. That makes you risky in terms of sustainability. We do not have assets to support income sources. Relying on only fees is unreliable and unsustainable. We do not have grants. If you cannot employ full time and qualified staff to meet minimum standards then you cannot say you are a sustainable university (RS 01)

... currently the university is not yet financially sustainable because it mainly depends on tuition but some efforts are being made to improve this situation in the near future. For example, there are plans to expand the university farm for

milk, chicken and to supplement income. We are constructing our own playground that will be hired to outsiders. Lecturers are being encouraged to write and win grants and those lecturers who write and win grants, the university retains 15% of the grants. The government also supported the university to construct the science laboratory. Otherwise the university is now focusing on writing more proposals to win grants. ‘‘For example if you do not win grants, you do not get promoted and we are encouraging writing as a team (RS 03).

The study further assessed the status of quality education in private universities. The dominant views on education quality indicated that most universities in Uganda were struggling to offer quality education. For example the respondents indicated that most universities did not have qualified lecturers especially those with PhD qualifications to supervise research and teaching. Many of the private universities were not doing much in terms of research, many did not have a research agenda and there was no support at all to staff to do research, staff were not publishing and the few that were attempting to write were doing it on their own. This finding is in agreement with (Aleixo, 2018; NCHE, 2022; Malaba, 2017; Lawita, 2018, Hassan, 2020).

Relatedly, most universities were experiencing power shutdowns, few computers, costly and unreliable internet that could not allow students and staff to access online resources and researches. In terms of infrastructure, many did not have modern libraries and most books were either old or irrelevant to most of the courses. Many universities were also doing poorly in terms of national and global university rankings. For example only two of the eight universities in the study were ranked in the best thirty universities out of the fifty-two in the country, and none of the eight appeared among the best ten universities in Uganda in the recent (2023) web metrics rankings. This situation is partly represented by a few quotes below on this content;

Not really, when we look at the mode of delivery and the kind of infrastructure available, when you look at the required lecturers, laboratories, libraries, computers, books, projectors. I think we do not have enough to deliver quality education (RS 10).

I think No, this university is currently ranked 37th in Uganda for both private and public universities. This is not the best we can achieve; I think we can do better to improve this ranking. A number of things are being worked on to improve

the current performance and we are in final stages to aquire a chatter from the government of Uganda. Otherwise, we are no yet fully equipped to deliver quality education. For learning infrastructure, we are working on computer laboratories, but we have very few computers in place. We are sourcing for additional funds to establish other building for lecture rooms because we do not have enough, libraries and others. We still lack in a numbers of areas of learning infrastructure in terms of buildings, laboratories, libraries, computers, lecture rooms, books, projectors, furniture, lectures, administrators... (RS 04)

“ We are doing badly in terms of enrollment. Even the total fees has been reduced from 1,270,000 to 650,000 for under graduate degrees and to 450,000 for diplomas with hope to boost enrollment. The university has few viable courses, we are planning to start a few others in the near future. The university is not chattered. The infrastructure is not up to date. The geographical location of the university is also not favorable. It is located in a rural setting yet many students like urban setups. The staff remuneration is very low, irregular and not prompt. There is no staff development programs here. Retention of staff here is a challenge. Most of the senior staff have been taken by Kabale University a public university because of better facilitation. For example the senior ICT Lecturer, Librarian, dean of theology, vice chancellor have all been recently taken. Political interference, and wrangles and battles between proprietors and other stakeholders also affect performance” RS 13

Conclusion and Policy Recommendations

Conclusions

Financial accountability and performance of private universities

The observed positive correlation suggests that an improvement in financial accountability is likely to lead to corresponding improvements in performance of private universities. Stake holders can leverage this understanding to enhance financial sustainability and education quality to achieve more favorable outcomes in the performance of private universities. The study's noteworthy finding that all components or dimensions of financial accountability exhibit a positive and significant relationship with performance of private universities provides valuable insights. Value for money, financial

reporting and audited accounts emerge as particularly influential factors in driving positive changes in performance of private universities. Strengthening these aspects of financial accountability can empower overall university performance. Ensure that transparent financial reporting and accountability mechanisms are in place, contributing to the broader goals of the university. It is worth emphasizing that the identified correlation between financial accountability and performance of private universities does not imply a direct causal relationship.

While the results suggest a connection between these variables, additional research and longitudinal studies are warranted to explore the complex interplay of factors that shape performance of private universities comprehensively. In conclusion, this study's correlation results establish a meaningful and positive link between financial accountability and performance of private universities. Stakeholders in universities can utilize these findings to inform evidence-based decision-making, emphasize and implement robust financial accountability practices to exhibit higher overall performance. This underscores the importance of transparent financial reporting, adherence to fiscal responsibilities, and effective financial governance in contributing to the success and reputation of the institution.

The study concludes that effectiveness in financial accountability helps universities to not only save resources but also create robust strategies of mobilizing enough resources to achieve better performance. Proprietors of the private universities must play an active role in mobilizing resources and enacting strong financial policies that ensures proper utilization and management of financial resources to improve performance.

Policy Recommendations

Financial Accountability and Performance of private universities

Establish Transparent Financial Reporting: implement transparent financial reporting mechanisms that keep proprietors informed about the financial health and performance of the university. This transparency fosters trust and allows proprietors to make informed contributions to financial discussions.

Promote Active Engagement of Proprietors: Encourage active participation and engagement of proprietors in financial decision-making processes. Establish channels for regular communication and collaboration to ensure that proprietors are informed and involved in key financial strategies.

Provide Financial Training for Proprietors: Offer financial training sessions or workshops for proprietors to enhance their understanding of financial management practices. This will empower them to contribute meaningfully to decision-making processes and ensure alignment with the institution's financial goals.

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Chapter 6

Generosity and Solidarity - A Biblical contribution and perspective in response to poverty in Africa

By

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Abstract

Poverty has always existed but the Holy bible isn't silent about it but speaks about the poor and needy but at the same time commands the faithful to give generously to those that are less fortunate in society ((Deut. 24:17-22, 2 Cor. 8 & 9). The Word of God confirms that people who don't lack what they need as a consequence of the Fall that brought sin in the world (Gen.3). That is, sin lies behind all the economic, social, political, environmental and psychological factors that result in poverty (Andria, 2006). In addition, the Christian shouldn't only generously give but must be *a voice of the voiceless* in this respect. Christians in Africa and elsewhere shouldn't just give in times of calamities and emergences but should empower people who receive help to help others (2 Cor. 1:4). But all the said forms of response need to be effected in the promotion of solidarity that goes hand in hand with generosity as inspired by the Word of God (Acts 4:32-35) and as a way to deal with poverty. The central objectives include: How does the Word of God guide us on solidarity and generosity? In what ways do other extra-biblical guides promote these two virtues of solidarity and generosity? Thus this is a bible- based chapter on two cultural values that could contribute towards the reduction of poverty but with other sources beyond the holy bible. That is, the Word of the Lord needs to guide the African generosity and solidarity so as to make them better tools towards the growth and development of Africa in this 21st Century.

Key Words: Africa, Poverty, Generosity, Solidarity, Theology, Biblical Teachings

Generosity and Solidarity - A Biblical contribution and perspective in response to poverty in Africa

By

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Introduction

Poverty in Africa is not a new topic for discussion or debate. Poverty in Africa is a reality that we live with on a daily basis. One does not need to venture far to see naked poverty in Africa. A few steps outside this building will be enough to bring the reality of poverty to the senses of any curious visitor (Shao, 2001). Indeed, as Shao (2001) said this is very applicable as one kilometer outside this university is enough to partly expose what poverty is about!

Poverty has always existed and is found wherever a poor majority lives next to a rich minority as is the case in most countries of the world. Defining poverty and measuring it are controversial issues. In the development literature, poverty was for many years defined primarily in terms of a lack of income (in money or in kind) necessary to ensure access to a set of basic needs. Over time, the concept of poverty was extended to include not only lack of income but also absence of access to health, education and other services. More recently, the definition of poverty has expanded further, to include various factors including powerlessness, isolation, vulnerability, and social exclusion

There is no single definition of the term 'poverty' that is appealing to all since many people or institutions define it differently based on their own perceptions or field of interest in the area of politics, ethics, religion, economics and others. This makes poverty a complex concept. This article is not aiming at various definitions of poverty but one or two will suffice. It is defined as the condition in which people lack the basic necessities of a decent life, such as food, clothing and shelter (Andria in Adeyemo (2006). For the Holy Father, (Pope Francis) he notes that:

The times talk to us of so much poverty in the world and this is a scandal. Poverty in the world is a scandal. In a world where there is so much wealth, so many resources to feed everyone, it is unfathomable that there are so many hungry children, that there are so many children without an education, so many poor persons. (Catholic Culture, 2023).

Hence such a scandal needs to be urgently addressed for the sake of justice in the world.

Jesus also spelt out his ministry as that of defending the cause of the poor. This proclamation was given early in his ministry:

The spirit of the Lord is upon me, because he has anointed me to preach good news to the poor. He has sent me to proclaim release for the captives and recovering blind, to set at liberty those who are oppressed (Luke 4:18).

Nyaundi in Kanyandago (2002) points it out that the contemporary understanding of the poor focuses on those who have no material possessions, those who have disabling diseases, those who are displaced from their homes, the ignorant, those with no shelter, food, and those who are physically disabled. We need to note that the bible is ambivalent about the condition of poverty in that there are many statements where the rich are damned because they oppress the poor but at the same time record that riches are an indication of God's blessing to the rich. Africa as a continent is synonymous with poverty though Christians in Africa are well versed with Jesus' teaching on riches and poverty. Are Jesus' words relevant today in this 21st century? To what extent have Africans paid a lip service to Jesus' teachings and other teachings as well in the Old Testament?

However, the central point in this paper is about how generosity and solidarity in the biblical perspective could help in talking the problem of poverty. Jan (2014) notes that the spirit of generosity overcomes the spirit of poverty. He likens the generosity to massive power generators to supply electricity to big cities and that through God's generosity, light could be offered to those in darkness in relation to poverty. Also Mitchell (2008) emphasizes that justice and generosity toward the poor is very much of a priority with God and therefore should be a priority in the life of his people. Thus, the contribution of generosity and solidarity in a biblical perspective will be analyzed in relation to poverty alleviation.

Problem Statement

The bible is a gold mine of wisdom and knowledge for a Christian regarding poverty, wealth and development yet there is insufficient exposure on the critical contribution of generosity and solidarity towards its alleviation in the scriptures. Generosity and solidarity are central virtues that need to be promoted in the fight against poverty there is insufficient awareness of their role and place in the scriptures for a twenty-first century Christian. Jan (2014) notes that generosity is the power generator the Kingdom of God and that the spirit of generosity overcomes the spirit of poverty hence a need to promote generosity and solidarity. Mitchell (2008) emphasizes justice and

generosity as two core virtues that we should have toward the poor and that it is God's priority. Therefore, this article aims at examining the critical contribution of scriptures and other extra biblical sources and the implications therein as far fighting poverty is concerned in this twenty first century Africa.

Methodology

This is a bible-based article about generosity and solidarity. Secondary data was obtained by reviewing existing literature on generosity and solidarity in relation to poverty on people's lives. This helped to analyze the current situation compared to different literature that exists. Articles, journals, and publications among others were reviewed from libraries and websites. Thus, the employed secondary sources included The Holy Bible and extra-biblical literature such as the Bible Commentaries on both the Old and New Testament respectively. There were also religious and ecclesial sources that were analyzed and interpreted in relation to the objectives and the problem of the study. Then implications were drawn from the both the biblical and extra-biblical sources.

Review of Related Literature

This section will consider the following objectives

- i. To expound on the central concepts : generosity and solidarity
- ii. To expose the biblical perspectives about generosity and solidarity in the Old Testament
- iii. To discuss the New Testament teachings on generosity and solidarity in relation to poverty

The central concepts: Generosity and Solidarity

Poverty, generosity and solidarity are interconnected concepts that are crucial for building a more equitable and compassionate society. However, regarding generosity and solidarity, it is noted that in ancient Israel, aliens, together with widows, orphans, and the poor, were always lifted up for special moral attention, and the Israelites were repeatedly reminded that they were strangers in the land of Egypt. Thus, care for those marginal to the community and thus in danger of being excluded from basic resources, was mandated both as a response to the needs of those persons and as a response to God's salvific care for the people of Israel. For Christians, to be generous is to be conformed not just to Christ but also to the loving divine parent, whose sacrificial self-gift into the world makes possible human fellowship in the divine life; "For God so loved the world that he gave his only begotten Son, that whoever believes in him should not perish but have everlasting

life” (John 3:16). For the apostle Paul, he regarded generosity (as expressed in the gifts of other Christian churches to the Jerusalem church) as a proof of the genuine character of Christian love. Paul saw that this love is exemplified by Christ who, “though he was rich, yet for your sake he became poor” (2 Corinth. 8.9). Thus, generosity involves giving beyond one’s means, though Paul also notes that those now giving out of their abundance may at some point be in need and be the recipients of the generosity of others.

Generosity was also a virtue in the classical pagan context. It is the third of the virtues of character discussed by Aristotle, following on the heels of courage and temperance. The generous person, for Aristotle, is one who gives of his or her wealth in a way that achieves a mean between wastefulness and covetousness. The generous person does not give indiscriminately, but seeks to give in a way that is good and fine. This, in turn, requires giving to the right people, in the right amounts, at the right time, with pleasure, and without looking out for oneself. Aristotle suggests that giving to those who lack good character, or to those who respond with flattery, is not true generosity. Generosity is proportionate to one’s resources, so it is not contingent on possession of great wealth. However, it is closely allied to the virtue of magnificence, which for Aristotle does involve large-scale giving for worthy ends, in particular those that benefit the community as a whole. generosityresearch.nd.edu/more-about-the-initiative/what-is-generosity/ Generosity also refers to the willingness to give freely of one’s resources, including time, money, talent, to help others in need. Generosity can help alleviate poverty by providing essential support to those who are struggling.

For solidarity in his words, the Holy Pontiff explained that solidarity “is sharing the little we have with those who have nothing, so that no one will go without.” The sense of community and of communion as a style of life increases and a sense of solidarity matures, he added. He invited Christians to consider that in some countries, over the past decades, families have experienced a significant increase in affluence and security as a positive result of private initiatives, economic growth and concrete incentives to support families and social responsibility. The benefits of these, in terms of security and stability “can now be shared with those who have been forced to leave behind their homes and native countries in search of safety and survival”. (Vatican news. June, 2022). It also the practice of standing together in unity and support, often in the face of adversity or injustice. It involves recognizing the inherent worth and dignity of all the individuals and working collectively to address the root causes of poverty and inequality.

There is also a realization that solidarity is a promising ethical norm that helps focus the church’s social involvement. This norm has a biblical-theological resonance and it bridges the gap between theologies of liberation

and theologies of reconciliation. Solidarity ethics affirms the equal worth of human beings in God's creation; advocates the rights of all who struggle for freedom; seeks justice for those who lack abundant life; and expects a unity of effort to achieve systematic change. Thus, the 'equal worth' of human beings is at the centre of this concept and the bible has a lot to share on solidarity in the next pages. (Hessel, T Dieter, and Solidarity ethics: a public focus for the church, *Review of Religious Research*, Vol.20, No.3 (Summer 1979): 252-263

Also Rajendra (2019) argues that recent works in Christian ethics have developed the concept of solidarity as a fundamental principle. He however notes that the definition of solidarity remains imprecise and diffuse. It is noted that Catholic ethicists have recently developed John Paul II's classification of solidarity as a virtues which, in contexts marked by structural sin, enables us to see the other as another person linked to us in relationships of interdependence. These ethicists have explicitly linked John Paul II's account of solidarity as virtue to the Aristotelian and Thomistic of virtue ethics. Bommarito (2016) notes that solidarity is, at the heart, about unity with others and argues that acts of solidarity are often taken to be valuable as means to bringing about social change.

The importance of the acts of solidarity to him, seem to play a role ending or lessening the hardships people face. For Rasch & Arab (2017) solidarity is a key theme, as a social phenomenon, a moral appeal, and as a governance policy it operates across local, national and globalized scales. In the *Stanford Encyclopedia of Philosophy* (2023), see the term solidarity as to have become prevalent in the early-to late nineteenth century in France and that since then it is used to describe a special relationship of unity and mutual indebtedness within a group. It is clear that its origins lie in French legal usage in which the Roman legal concept of an obligation in *solidium*- a joint contractual obligation in which each signatory declared himself liable for the debts of all together- had a place in the French *code civile* (Blais 2007; Hayward 1959, Wildt 1999). What could replace the old social ties of church, family and guild, all of which had been weakened by markets? What might ensure a sense of shared purpose and common good? As answer to these questions, "solidarity" becomes a rallying cry in various movements. However, the nature of solidarity at hand is one that goes hand in hand with generosity in the scriptures. As Bommarito (2016) analyzed, the solidarity that lessens hardships that people face is often preferred.

Solidarity becomes increasingly important to Christians, especially Catholic, thought and practice beginning at the end of the nineteenth century and takes flight with the papacy of John Paul II. In response to the rising importance of socialism and class conflict in the middle of the nineteenth century, the Church realizes the need to address the situation of the worker.

In the Church's response, Pope Leo XIII's *Rerum Novarum* (1891)—a staple of Catholic social thought—tries to steal a march on the socialists by incorporating and reworking one of the socialist's main rallying points, namely the idea of mutualism within worker's associations. In those passages, Leo cites Ecclesiastes approvingly on the importance of fraternity: "It is better that two should be together than one; for they have the advantage of their society. If one fall he shall be supported by the other. Woe to him that is alone, for when he falleth he hath none to lift him up". And further: "A brother that is helped by his brother is like a strong city". It is this natural impulse which binds men together in civil society; and it is likewise this which leads them to join together in associations (Leo XIII 1891). Such togetherness is what is needed along with generosity for the sake of justice. The term solidarity has been used in social, political, and religious discourse for over 200 years. However, very little attention has been given to defining and theorizing exactly what is meant by it. The idea of solidarity has had concrete influences in two arenas in contemporary social life—politics and religion. The concept of fraternité, or brotherhood, is a precursor to solidarity and shares some of its meaning.

Generosity and Solidarity in the Old Testament

While encouraging the development of a better world, we cannot remain silent about the scandal of poverty in its various forms. Violence, exploitation, discrimination, marginalization, restrictive approaches to fundamental freedoms, whether of individuals or of groups: these are some of the chief elements of poverty which need to be overcome. Often these are precisely the elements which mark migratory movements, thus linking migration to poverty." (Pope Francis, Message for World Day of Migrants and Refugees, 8/5/13)

In his book *Generous Justice*, Keller (2010) argues that it is commonly thought in secular society that the Bible is one of the greatest hindrances to doing justice. Isn't it full of regressive views? Didn't it condone slavery? Why look to the Bible for guidance on how to have a more just society? But he challenges these preconceived beliefs and presents the Bible as a fundamental source for promoting justice and compassion for those in need. In *Generous Justice*, Keller (2010) explores a life of justice empowered by an experience of grace: a generous, gracious justice. Thus his book offers readers a new understanding of modern justice and human rights that will resonate with both the faithful and the skeptical." It is important to note that the bible is a 'gold mine' and a rich source of information including poverty eradication and reduction and especially in the promotion of generosity and solidarity as core values. Therefore, 'encountering the poor and those in need constantly challenges us and forces us to think. How can

we help to eliminate or at least alleviate their marginalization and suffering? How can we help them in their spiritual need? The Christian community is called to be involved in this kind of sharing and to recognize that it cannot be delegated to others.

In order to help the poor, we ourselves need to live the experience of evangelical poverty. We cannot feel ‘alright’ when any member of the human family is left behind and in the shadows. The silent cry of so many poor men, women and children should find the people of God at the forefront, always and everywhere, in efforts to give them a voice, to protect and support them in the face of hypocrisy and so many unfulfilled promises, and to invite them to share in the life of the community”. Pope Francis says the Church cannot offer comprehensive solutions to ending the problem of poverty but she can offer witness and gestures of charity (**Vatican News, Solidarity with the Poor**)

In the light of the Bible, a lot is said of what poverty is about. For instance, Nyaundi in Kanyandago (2002) notes that the Bible indicates that God is aware of the presence of the poor and that he is concerned about them. For instance, he mentions of the perpetual presence of the poor, “for the poor will never cease out of the land; therefore I command you, you shall open your hand to your brother, to the needy and to the poor in the land” (Deut. 15:11). We also see that God is asking his people to remember the poor. “And you shall not strip your vineyard bare, neither shall you gather the fallen grapes of your vineyard; you shall leave them for the poor and for the sojourner, I am the Lord God’ (Lev.19:10).

Furthermore, God condemns the rich and blesses the poor as in the angels to Abraham’s bosom. The rich man said also died and was buried; and in the hades being in the torment, he lifted up his eyes and saw Abraham far off and Lazarus in his bosom” (Luke 16:22-23). Thus, God creates both the poor and the rich. “The Lord makes poor and makes rich, he brings low, and he also exalts (1 Samuel 2). This text is about a God who knows both the poor and the rich as their only creator. God is promoting and calling his people to practice justice between the haves and have-nots. He is fully aware of the presence of the poor!

The Israelites were called upon to be generous. They were specifically instructed to care for widows, orphans and foreigners (Deut. 24: 17-22).

¹⁷ Do not deprive the foreigner or the fatherless of justice, or take the cloak of the widow as a pledge. ¹⁸ Remember that you were slaves in

Egypt and the LORD your God redeemed you from there. That is why I command you to do this.

¹⁹ When you are harvesting in your field and you overlook a sheaf, do not go back to get it. Leave it for the foreigner, the fatherless and the widow, so that the LORD your God may bless you in all the work of your hands. ²⁰ When you beat the olives from your trees, do not go over the branches a second time. Leave what remains for the foreigner, the fatherless and the widow. ²¹ When you harvest the grapes in your vineyard, do not go over the vines again. Leave what remains for the foreigner, the fatherless and the widow. ²² Remember that you were slaves in Egypt. That is why I command you to do this.

The rich were to be shown generosity and justice. The Lord was good and provided for the Israelites when they were foreigners and aliens in Egypt. With a compassionate spirit, they were to be generous to those who were poor. To be generous was not an optional. Even today, Christians are to practice what is written and show justice and love to the deprived. To what extent is this done for the poor and the poor in the church? The command is that generosity must be done.

Elsewhere, Brown (1993) while commenting on the above text (Deut. 24:17-22), he argues that the fatherless, widow and alien were the deprived members of any local community but they were objects of God's special love and care. God was the father to the orphans, husband to the widow, and friend to the homeless. If the Lord cared about such weak people, nobody in Israel must allow them to be forgotten. Three basic human rights are treated here, their right to justice (verse 17) clothing (verse 17) and food (verses 19-21).

Brown (1993) further points out that there is enough for all if only we would not hoard every grain to ourselves, strip the boughs bare, and clutch each single grape. Without the gleanings, millions more will perish. A compassionate God must be grieved about that, especially when he has said so much about our responsibility to the needy. The appeal in these verses is not primarily to humanitarian principles, however. It is based on the initiative of God, not the benevolence of man. Those in Israel who were in position to help others are reminded of what God had done and said.

The Israelites must meet the needs of the oppressed because of their past experience and because of God's command. The challenge with these texts is that though they are in place for Christians, little attention is paid to them and we see many poor people not attended to by the rich and well to do. The church is called upon to challenge and remind them of the real owner of everything who is God himself (Psalm 24) and that Christians need to be generous as God has always been very generous to the extent of

giving to us His own Son to die for us on the Cross (John 3:16). When the Israelites were utterly without freedom, security and protection, God came to their help and intervened as their Saviour and Deliverer. Therefore, Christians need to act mercifully and generously toward others. They must show God's love and justice through compassionate deeds. This is what is lacking in the world of today as far as poverty alleviation is concerned.

If such people, who lacked a husband, parents or land, did not receive help, they would be condemned to live in dire poverty. Poverty does not come from God, because all that he does is good (Gen. 1:25). He created a world that was intended to ensure that all human beings would have everything they needed (Gen. 1: 29-30). The reason that some people lack what they need is a consequence of the fall, which brought sin into this world (Gen.3). However, recognizing this fact is not the same as saying that it is a sin to be poor. Rather it is saying that sin lies behind all the economic, social, political, environmental and psychological factors that result in poverty (Andria in Ayedemo, 2006).

We need to note that some people are condemned to poverty through circumstances that are no fault of their own. Their poverty is made worse by the selfishness of those who think only of themselves, their own family and their own ethnic or social group. Such selfishness widens the gulf between rich and poor, between the great powers and countries in the majority world. Others may be poor because they are guilty of the sin of laziness (Prov. 20:4, 21:25, Matt.25:26) or lack motivation to do work of caring for the creation that God has entrusted to human beings (Gen 1:28). Also, some may fail to use the creativity or initiative that God has given to all human beings. Some questions may arise out of this discussion: if we argue that poverty is rooted in human nature, and that people are naturally sinful, must we give up the attempt to do anything about poverty? Must we give in to Afro-pessimism, accepting poverty as something we cannot change? God created every human being and he is concerned about their well-being.

Brown (1993) notes that life was very precarious for many in Israel and that during the hard and difficult times any member of the covenant community might find himself financially impoverished. Natural disasters (storms, earthquakes), drought, famine years, illness, bereavement, a dramatic change in domestic circumstances, and other serious adversities could mark the sudden end of normal income. Brown (1993) argues that severe poverty could be relieved and a person's children fed if a brother in Israel would come to his aid. A loan would tide the impoverished family over until a better day when the money could be repaid. But no Hebrew man or woman must make money out of another Israelite misfortune. Interest was not to be charged except in cases when the money was on loan to a foreigner. It was that the exacting interest would only increase the trouble for the

destitute man or woman. If a Hebrew had been blessed by God so that he is in a strong position financially to help his brother, then he must do so as an expression of his brother, then he was to do so as an expression of his gratitude to God and not as a way of increasing his wealth:

Do not charge a fellow Israelite interest, whether on money or food or anything else that may earn interest. You may charge a foreigner interest, but not a fellow Israelite, so that the LORD your God may bless you in everything you put your hand to in the land you are entering to possess (Deuteronomy 23:19-20).

Christians need to borrow a leaf from the Israelite community who were generous to their fellow Israelites regarding fighting poverty and promoting justice amongst them. This is needed in the contemporary Africa.

Deuteronomy (23: 24-25). “If you enter your neighbor's vineyard, you may eat all the grapes you want, but do not put any in your basket. If you enter your neighbor's green field, you may pick kernels with your hands, but you must not put a sickle to their standing grain”. This introduces to us one of the ways to experience grateful sharing but this was for a short period of time (first *aid*). That is; the law provided for the meeting of an immediate need. A law of this kind brought immediate help to the hungry or the refugee without encouraging the idle thief; to remove either grapes or grain would be stealing and a violation of the eighth commandment (Duet . 5:19).

God had been good and generous to the owner of the vineyard and the cornfield. He could afford to share the bounty with others. Out of this provision of the law, the Lord made sure that Israel’s poor would not die of starvation. The vineyards and the fields of their neighbors were always open to them. The cry of the hungry was not to be heard within the borders of Israel. Brown (1993) clearly observes that in the contemporary world, millions are dying of starvation and that every believer has a moral as well as a spiritual obligation to do something practical every week to help those who long for food. To ignore their cry is to be deaf to the Lord’s plea. However, a mere giving of food is like firefighting but does not provide a lasting solution. Thus the church apart from promoting generosity should go beyond and teach how to fight poverty through hard work and self-reliance other than waiting for aid.

Furthermore, the book of Exodus guides us on how we should protect the needy through generosity and being together with them. For instance the poor must not be charged interest by those that lend them money (Exodus 22:25). That is; it just meant that interest was prohibited on loans made to the poor and the taking of collateral had to be reasonable. If a cloak is offered as

a guarantee that the loan will be repaid; the cloak must be returned to the borrower by sunset. A cloak was also a blanket, and forcing someone to spend the night without any covering would create hardship (Exodus 22:26-27). In our day it is not uncommon for the needy to be taken advantage of instead of being assisted. Those who cannot take their case to a higher authority (or to have no rich uncle) are sent from pillar to post even when all they are trying to do is to claim what is theirs by right. God's words here should be heard as a reminder that while the needy may not have a rich uncle, they do have a caring father (Adeyemo, 2006). For God says, when he cries out to me, I will hear for I am compassionate (Exodus 22: 27b). However, all this applied to Israelites but not to the Gentiles. Nonetheless, we should show love and compassionate spirit without any distinction.

Generosity and Solidarity in the New Testament

Some of the earliest converts to Christianity were Greco-Roman households that were built on filial and familial ties. Early Christian communities invoked the language of family to describe their relationship with fellow believers and thought of themselves as a family of faith. In the fourth century, monastic communities of religious men began to set themselves apart from society and refer to one another as "brothers" in the faith. By the sixth century, communities of women religious developed parallel models of sisterhood. The use of the idea of brotherhood within Christianity was theological as well as social. In his teachings, Jesus radically redefined family by claiming, "Whoever does the will of God is my brother and sister and mother" (Mark 3:35). That the language of brotherhood was definitional for understanding the relationships between early members of the Christian community is evidenced by the frequency with which Paul addresses the recipients of his letters as "brothers." This language is theologically consistent with the emphasis on God as "Father" that develops within the early Christian community. While the association of God with a father was present in the Hebrew Scriptures, the metaphor of God as Father becomes an important image for understanding God in the early church (<https://ms.fortresspress.com>).

The New Testament records various examples in the local churches of that period. There was once a famine in Jerusalem and Christians in the next environments had to send in a lot of help (2 Cor.8). Paul encouraged Christians to help the impoverished Christians in Jerusalem under no compulsion (2 Cor. 9:7) In addition we see James encouraging Christians to have both faith and action to help the needy Christians in their congregations. That is, the real and practical concern for the destitute in their local church (James 2:18). He argues that it is totally inadequate to simply say, "Go, I wish you well; keep warm and well fed" to a brother or sister who

has nothing (James 2:16). Christians need to go beyond mere words, and must clothe and feed them if we are to demonstrate the authenticity of our faith in Christ (Andria in Ayedemo, 2006).

Jesus not only taught about the need to help the poor; his actions provided an example of compassionate care (Kunhiyop, 2008). This compassionate care should be promoted by Christians for other people. For the purposes of driving home the need to care for the poor, he declared that caring for the sick, needy, and homeless was actually caring for him, and that failure to care for them was equivalent to neglecting him (Matt 25:35-40).

³⁵For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, ³⁶I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.’³⁷“Then the righteous will answer him, ‘Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? ³⁸When did we see you a stranger and invite you in, or needing clothes and clothe you? ³⁹When did we see you sick or in prison and go to visit you?’⁴⁰“The King will reply, ‘truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’

The implication for this biblical text is that Christians need to show practical love and compassionate especially the “haves to have not’s” in society. The parable is about the acts of mercy that we all can do every day. To be generous does not mean one should be wealthy, it does not depend on ability or intelligence. They are simple acts freely given and freely received. This text reminds us that people who should promote generosity should have no excuse to neglect those who have deep needs, and we can’t handover this responsibility to the church or government.

Christ demands our personal involvement as in Halo, (2000) regarding the caring for others in poverty. The text challenges those who claim they love God yet they are spiritually and physically apathetic about the poverty of their brothers and sisters near them, will not receive salvation. Practicing love through generosity is one of the ways to show God’s love. However, most Christians pay a lip service to this great teaching. Grudem & Barry, (2013) affirm that the bible lists the core Christian values such as generosity, hospitality and kindness in combating poverty. They also argue that such values are prevalent in poor countries though they do not give us the reasons or justifications behind that.

There is one Christian community in Kabale Municipality in Southwest Uganda where a Home Cell group (smallest unit in the church) goes beyond mere spiritual aspect for each other but brings material things such as charcoal, clothing, money and other materials for those who have less of such and because of that gesture the cell church group has registered many people. Many come both for spiritual and material help. That is, it practically caters for those unable to help themselves. However, there a dire need to empower them other than depending on the hand-outs. Instead of handling the immediate needs, people must be taught how to “fish instead of giving them fish quite often”. This is supported by one of the African tribes in Western Uganda: *Nkugaburire, temara njara* (Cisternino, 1987). Literally, it means that charitable help does not take away the causes of hunger or poverty- in this respect. The cause of hunger and poverty need to be identified and eventually addressed.

This takes us to the actual empowering of the poor though generosity is significant. Chepkwony in Kanyandago (2002) argues that the church has seemingly encouraged the poor to persist in their state of poverty by succoring them by means of alms, clothing, food and accommodation. He argues that in African Tradition the poor were up-lifted from their poverty in such a way that, as a result of the help, they worked hard to remove themselves from the situation. He brings an idea that although Christians should always be ready to cater for the needs of the poor, the emphasis should lie on empowering the poor to be independent and self-reliant in the future. Thus, it will reduce the dependency syndrome which partly contributes to poverty and laziness in some groups of people.

The re-assessment of the teachings on love as taught by Christ is significant as far as generosity and solidarity is concerned. Chepkwony in Kanyandago (2002) notes that though there is emphasis on individualism, Christianity should concentrate on educating Christian communities to work together in liberating the poor amongst them. The idea of giving out money for the poor to the church, other organizations or even to the poor on the streets is an easy way of the situation. Joys and sorrows should be shared through giving to the needy beginning with the very poor at our next doorsteps instead of rushing for the street beggars they even don't know. Charity should begin at home.

Despite the call for the promotion of generosity and solidarity, Chepkwony in Kanyandago (2002) advances a great point that the Church needs to reevaluate the impact on its teaching about stewardship namely that the majority of Africans don't manage their finances and resources in general by not prioritizing their needs. Luxury living is manifested through the abuse of alcohol, marrying second and other many more women and other related poor mismanagement of little resources they have hence calling for good

stewardship of the little resources they have to counteract poverty. Generosity and solidarity won't take place where stewardship is nonexistent. Elsewhere, the author of the Book of Proverbs notes that:

One person gives freely, yet gains even more; another withholds unduly, but comes to poverty. A generous person will prosper; whoever refreshes others will be refreshed. People curse the one who hoards grain, but they pray God's blessing on the one who is willing to sell (Proverbs 11:24-26)

However it appears paradoxical: how does the giving away of wealth increase wealth? But the paradox is resolved if we remember that the Lord is the source of wealth and the one administering justice (Matt: 16:25; Luke 6:38). Prov.11:25 is a synthetic proverb, developing further in the second line, the idea mentioned in the first line. What is commended in these verses is sharing one's resources with others. Hoarding and selfishness are condemned. However elsewhere, St. Paul underlines the place and role of generosity amongst Christians. He encouraged generosity among the Macedonian churches (Philippian and Thessalonian churches).

Even though the Philippians and Thessalonians were extremely poor and were experiencing severe trials, still they were filled with rich generosity toward other Christians in need. In particular they had contributed to the collection that Paul had been raising in the churches of Greece to send to the poor Christians in Jerusalem. Generosity is not measured only by how much one gives; it is also measured by how much one keeps. A poor man can never give as much as a rich man; nevertheless, the poor man's generosity may be much greater than that of the rich man. Jesus praised the poor widow who put into the temple treasury only a fraction of a penny. I tell you the truth, this poor widow has put more into the treasury than all the others. They gave out of their wealth; but she, out of her poverty, put everything all she had to live on" (Mark 12: 41-44).

Thus there are pertinent questions we need ourselves: how often do we give to the less privileged? Or rather do we complain about how poor we are and try to give as little as possible. Christians need to be reminded that our resources including money belong to the Lord God; we are just stewards (Psalm 24). If people knew that what they possess is not theirs they would gladly give out to those who are less privileged like the poor. It is also believed that the more we give the more we will receive (2 Cor. 9:6). This calls us not to be stingy (Hale, 2000).

Generosity is not foreign to Africa; it is part of our culture. And we know that one does not need to be rich to be generous. We share the little we have. There is even a proverb, "*In friendship, even a crust of bread is*

shared". Africans need to model our generosity on the generosity of the Heavenly Father, who promises to provide our daily bread (Matt. 6:11). But this bread does not normally drop from heaven, as the manna did in the wilderness (Exod. 16:4). He created the world that would meet our needs for food (Gen.1:30). Thus, following his example, we must not just provide emergency food supplies, but must act to change the situation. We must empower the person who receives help to help others (2 Cor. 1:4). We must not insist on our own preconceived ideas as to how help is to be offered. Rather, we must support the poor in the use of their own creativity and imagination to find a way out of their poverty since experience has shown that people can be very resourceful (Ayedemo, 2006). We need to address the roots of poverty such as ignorance, unemployment and even corruption and supporting the socioeconomic structures that will empower the victims of poverty.

The empowerment of the people will also restore some confidence and hope in their lives. This will encourage them to look for their own homegrown solutions to their problems instead of perpetually waiting for others to bail them out of their misery through temporary relief of grants (Ndungu in Kanyandago, 2002). On empowerment, Shao (2001) notes that the challenge to African churches is to empower Africans to realize the full potential of their talents and creativity and to mobilize their contribution to the development and progress of their communities.

Pope Francis' Mass for the 7th World Day of the Poor in St. Peter's Basilica, a moving event that underscores the urgent need to combat poverty urges us to spread charity and love, highlighting that "Poverty is a scandal." The World Day of the Poor calls for global compassion and generosity towards the needy. "Do not turn your face away from anyone who is poor," is a profound reminder of our collective responsibility (Vatican, 2024).

In the message the Holy Father raises the value of solidarity: What is it in relation to poverty? This is precisely what solidarity is: sharing the little we have with those who have nothing, so that no one will go without. The sense of community and of communion as a style of life increases and a sense of solidarity matures (S. L Media, 2024). The values of freedom, responsibility, fraternity and solidarity are very central in uplifting the poor. And as Christians, we need to have charity, faith and hope as the basis of our lives and our actions towards poverty alleviation.

Conclusion

By practicing generosity and solidarity, Christians can work together to create a more just and equitable society where everyone has opportunity to thrive. Poverty disables both the individual and Christian community socially, politically and religiously as well. However, part of the

contribution towards the alleviation of poverty that always neglected and very slow at the same time is to promoting generosity and solidarity biblically. God wants justice for the poor and oppressed to be upheld as an indication of love towards a neighbor. Giving and sharing out of the little we have in life forms a firm foundation for the fight against poverty. There is therefore a need to recognize that all that is in the world belongs to God and human beings are just stewards and caretakers (Psalm 24) - God is the owner and “land lord” of everything on planet earth. Human beings need to show generosity but should empower the less privileged to be creative other than giving hand-outs. That is, we all must use the gifts of God as diligently as we can and that God will reward each of us according to our work and faithfulness (Matthew 16:27 & 2 Corinthians 5:10). We should not omit to do the good when we have the opportunity (sins of omission) to do it for the less privileged.

Recommendations

The scriptural approach to generosity and solidarity should be upheld, but the Christian poor (as well as other poor) need to be empowered other than promoting ‘hand to mouth’ syndrome. This empowerment calls for creativity and the use of God-given gifts on this planet earth.

Christians need to advocate for policies that promote economic justice and social welfare. Engaging in community-led initiatives that empower marginalized and less privileged groups is vital.

There is need to sensitize Christians about Christian stewardship and its place in matters of poverty and wealthy. All we have belongs to God (Psalm 24) Generosity and solidarity is thus encouraged to support the marginalized. The need for being community –conscious is thus encouraged

Christian solidarity is the way to go. There is need to have both generosity and solidarity against poverty through sharing resources for the cause of justice and love of a neighbor. The more we give the more we shall receive (2 Cor.9:6).

Practice hospitality: Generosity and solidarity call us to open our homes to the less privileged, strangers and even to immigrants

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James 2:18.

Chapter 7

The Search For Roots And Identity In Tess Onwueme's *Legacies* And *The Missing Face*

By

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Abstract

The chapter examines the issues raised in Tess Onwueme's *The Missing Face* such as the intercontinental connections between the black Africans and African Americans in Diaspora, the issue of identity, ancestral lineage, meaningful names and a father's influence in his son's upbringing. It uses a qualitative method of research and its purpose is to bring to the fore, the experiences of the blacks in diaspora. The theory chosen is the Sociological Theory which concentrates on society's influence on the behaviour of people. Findings reveal that the absence of fathers is a problem in the upbringing of sons. It concludes that the family should remain together in order to establish a proper upbringing of children and it recommends that fathers should pay more attention to their roles as heads of the family.

Key words: Identity, Blacks, Americans, Diaspora, Ancestral, Experiences

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Introduction

Tess Onwueme is an African female playwright of great repute. Her robust international experience in teaching both, in African Universities and the United States of America, won for her the distinguished Professor of Cultural Diversity and Professor of English, at the University of Wisconsin, Eau Claire USA, where she still teaches. Onwueme is perhaps Africa's best known female dramatist and leading writer who is internationally renowned for her award-winning creative works. Onwueme's writings and speeches often delve into taboos and controversial subjects that expose the untold hidden stories of young women and of the poor, who remain caught in various problems with family, tradition, race, class, gender, culture and politics to borrow Ngugi wa Thiong'o's words. Onwueme has committed herself to making these voices heard through her inspiring and provocative writings and speeches. This chapter is unique in the sense that, it will enlighten its readers on a number of issues concerning African slave trade and the general experiences of blacks in the West, especially of, single parenthood, the need for meaningful names and appreciating one's identity. Onwueme's answer to Iniobong Uko's, question that, "some of your works focus on a cross-cultural linkage between the Africans in the Continent and the diaspora..." (261), gives an insight into the focus of this chapter. In her words:

...this trend is a result of the need to get people aware of the other side of the story of African disconnection and uprooting to the New World. My vision is to rewrite, re-educate and re-structure the African knowledge of history and the world. In a play like *The Missing Face* which I designed as an extended metaphor, an appropriate scenario is created for those Africans (in Africa) who have had no privilege of formal education and exposure to the implicating facts of slavery. This means that the issues addressed which involve *Ida Bee* and *Momah* serve as dramatic contexts for the resolution of the conflicts, misrepresentations and misunderstandings that

have, for centuries, plagued the black man on both sides of the Atlantic. It reconfigures the mentality of the African Elite, typified in Momah (or Elozie) towards appreciating the African values over and above any others, regardless of his acquired Western education. (Uko, 2004: Gender and Identity... 261- 262).

Onwueme's declaration captures Ngugi's assertion that writing should serve social and political purposes (Ngugi, 1982: *Homecoming*, 10). This fits into the ideology of the plays as the problems of the Africans and African Americans in the Diaspora were revealed in both instances. For instance, some major issues that exist in the African American environment, such as the absence of father in the home, the importance of knowing one's roots and the importance of having a name and identity were enacted.

Statement of the Problem

The themes of colonial and neo-colonial experiences have no doubt been used extensively by African and Nigerian writers like Ngugi, Fugard, Farrah, Head, Soyinka, Osofisan, Onwueme, Okigbo, and others. Onwueme highlights the problems of identity and the discrimination that blacks in the Diaspora face in trying to find their roots. This has formed major and salient problems among the Africans and the African Americans in the Diaspora. Bessie Head adds to this, saying that "...the African experience of slavery, colonialism and exploitation arouses feelings of intense anguish among the blacks..." (98). She saw with ease, the evil effects in the way and manner the colonizers acquired power in Africa. Onwueme believes writers should react against the humiliation the colonial era has built upon the African image, stating that *Legacies* and *The Missing Face* are like reclaiming that identity that had been abused several years ago.

Onwueme's reaction therefore stems from her knowledge of the blacks and their experiences in the Diaspora. Julius N. Ogu, validates this idea in his insightful remark that "black African writers are writing from a distinctive group experience of colonialism ..." and that "the reactions of these peoples expressed in their literature stem from their group past, with its bitter heritage of slavery, colonialism and racism as the case may be" (Ogu, 1989.112).

This invariably means that the literature of a people essentially embodies their perception of their immediate society and this is the true state of Africans and the continental Africans. A "bitter heritage" of their group past (Colonialism and Neo-colonialism) has formed not only a

historical framework but has also created a mind conditioner in their literary works. In explaining the adverse effects of these socio-political problem in Africa, Ogu intimates that, “when the colonialist came to Africa and introduced their culture, the African found himself denuded of his native culture and way of life, in fact there took place a systematic denigration of his culture, his identity and his Africanity” (Ogu, 1989: 113).

It is also observed in *Legacies* and *The Missing Face* that colonialism disrupted Africa's political and economic structures, as Ogu avers that; “...the Europeans took away the material base and systematically dismantled the political and economic institutions on which the Africans had built her way of life” (Ogu, 1989 112). Elite groups were also created in the plays-who took to the ways of the whites, abandoning their own culture. For the others, Ngugi writes, “the colonial system herded them into the settler's farm, or to urban centers to become hewers of wood and drawers of water” (Ngugi. 1982 Homecoming. 10). This links us to the issues raised in *Legacies* and *The Missing Face* which surround the urge to gain freedom among the African people in the Diaspora.

Theoretical Framework

The Sociological Theory is a set of thoughts and scientific propositions which seek to explain the happenings of a society, especially through social structures, institutions or interactions. According to Keneth Allan, “Sociological theorists are less concerned with criticizing and rebuilding society than with understanding it ... They may do general theory, or concentrate on formulating specific theories of particular substantive phenomena...” (x). According to Robert Merton, “Our primary aim lies in discovering how some social structures exert a definite pressure upon certain persons in the society to engage in nonconformist rather than conformist conduct” (672). Merton’s statement in his article “Social Structure and Anomie” is in response to previous tendencies to explain negative occurrences in society by attributing them to socially unrestrained inherent human drives. He explains that this “provides no basis for determining the non-biological conditions which induce deviations from prescribed patterns of conduct” (672). The non-biological conditions are explained in a way that “certain phases of social structure generate the circumstances in which infringement of social codes constitutes a "normal" response” (672). The major points of contention in both plays stem from non-biological conditions, such as a shift in social structures and social codes as a result of migration from Africa to America. Using this framework, this chapter will analyse the

causes of the significant actions of the characters in both plays and explain how they are linked to the pervading social structures and circumstances in which the plays are set.

Synopsis of *Legacies* and *The Missing Face*

The plays speak of the particular vision that illustrates the interconnection between Africans and Africa's descendants in the West, with the United States of America as a focus. In *Legacies*, the main characters are Mimi, Uli and Elozienjo while *The Missing Face* has Ida Bee, Amaechi and Momah. Mimi and Ida Bee are African American women who migrate with their sons Uli and Amaechi to Idu, an African village in the then Bendel State of Nigeria in search of their ancestral root and to find their sons' fathers. It is an attempt to find and secure personal integrity against colonial experience, to find that missing face and to claim ancestral legacies. Other characters in *Legacies* include Anene and Baadi and in *The Missing Face*, Odozi and Nebe.

The plays encourage the home coming of blacks in the Diaspora, telling them to join hands in promoting and appreciating their ancestral lands and to confront and embrace tradition in order to mend split identities to find wholeness. This is why Mimi states:

...You gotta hold on to something no matter how weak... The weakness may strengthen us. Let's hold on to this...that we have we hold as LEGACY! The only images father left...our only Legacy Bequeathed from father. Leaving mother and me hanging split images after Daddy lost his job as miner... Daddy's gift to me, on my twenty first birthday, his words I shall never forget "Hold on to this, that one day, that someday you may mend the lost face it's why we are here to mend spluttered faces (*Legacies*, pp. 8-9).

This therefore means that among African Americans, are those who long to return to Africa because of the longing to be in an environment where they are in the majority, being received and respected without discrimination. The goal for these Africans is to locate their ancestry and return to their roots. Alex Haley in his book entitled *Roots* and the movie produced from it, gives hopes of tracing and finding one's root among the African Americans who desire to do so.

However, Mimi of *Legacies* and Ida Bee of *The Missing Face* undertake a journey to Nigeria to discover their ancestral identity and family roots. Both women are determined to locate their sons' fathers in the midst of obstacles and this is a womanist stance captured by Afam

Ebeogu when he remarks: "for Mimi the strong willed African American woman, Idu is a dream that must be given reality. a land of promise that holds real meaning in Legacy" (Ebeogu, 1982:106). To fulfil this dream, "she dares to reject her American present and embarks on a search for a past and a future Africa" (Ebeogu, 1982: 7). This means that Onwueme is sympathetic towards the African Americans in the Diaspora who lost their families and never knew their roots.

Through Mimi and Ida Bee, the plays reveal that the African American woman is "...strong willed, demands respect, demonstrates flexibility, desires positive male companionship, provides mothering and nurturing for her son, family centered and promotes authenticity in relations with people" (Bartlett, 2002: 52-53). This lends credence to Hudson Weem's report that "an African woman demands respect because without a positive self-image a woman could allow herself to be disrespected ... and trampled on by her male counterpart (Hudson-Weems,1983:65).

Onwueme chooses to use women to realize her vision in both plays as Anene, a character in *Legacies* comments thus: "our sons lost their manhood to women whose chests now swell with pride. Henceforth woman shall be my song. for I see the eyes of tomorrow, on the contorted brows of woman today, bearing the burden of tomorrow (*Legacies* 99). This means that since African men are carried away by the negative influence of Western civilization and in the process see nothing good to appreciate in their African heritage, the women such as Ida Bee and Mimi must take over where men such as Momah and Elozienjo have failed. This kind of role reversal has its roots in the reversal of power play and social hierarchical functions and it is a common theme of literary works that depict African contact with Western civilizations.

Buchi Emecheta's *The Joys of Motherhood* depicts this new dynamic through the eyes of both Nnu Ego and her new husband, Nnaife, who works as a laundry man for Dr and Mrs Meers. Nnu Ego is clearly irritated Nnaife's "short, fat, stocky" image and his unhealthy "over-washed" smell. This is a sharp contrast to the long wiry figure of her former husband Amatokwu and the other men of Ibuza "who had the healthy smell of burning wood and tobacco" (44). Nnaife is also surprised at Mrs Meers' flippant and talkative behaviour, wondering to himself:

If the master was intelligent, as it was said all white men were, then why did he not show a little of it, and tell his wife to keep quiet? What kind of an intelligent man could not keep his wife quiet, instead of laughing stupidly over a newspaper? (42)

Nnaife does not also realise that this is because he is the subject of their mockery. He often glosses over their contemptible behaviour with the statement “We work for them and they pay us”. Nnu Ego in turn is offended at Nnaife’s submissive behaviour to Mrs Meers’ inconvenient orders. She declares that he behaves like a slave who can easily be sacked for not satisfactorily carrying out degrading orders such as washing and ironing Mrs Meers’ undergarments. She declares thus, “If she sacks you because of that, I shall go home to my father. I want to live with a man, not a woman-made man?” (50).

As has been seen through the comments of Anene and Nnu Ego, this new power dynamic seems to have eroded the African man’s position and responsibility in the hierarchy of order for the purpose of controlling both he and the African woman. What remains as a result of this shift, is majorly two types of black men as seen in both plays. The first is the submissive or dependent black man like Elozienjo who it seems, has become devoid of taking initiatives for growth and development as his ancestors have done. The second is the black man like Amaechi who seems to resort to perpetual anger or violence in order to prove his worth, having no example of responsibility as his ancestors did. The mindset in both categories of black men is still geared towards the same goal which is survival. On one hand is the example of survival by submission, while on the other is the example of survival by violence. The obstacles that Ida Bee and Mimi face, are also portrayed in other African-American literature such as Langston Hughes’ “Early Evening Quarrel” where Hattie claims she is being treated badly and cannot understand Hammond’s aversion to basic right behaviour.

The titles of the plays are symbolic - *Legacies* denotes something handed on, a bequest of personal property, “it is a passing on from generation to generation of pride in one’s roots” (Bartlett, 2002 45). *The Missing Face* denotes search, a link to tracing roots to Africa. Amaechi seems not to know why Ida Bee wants to return to Africa when she alarmingly points out to him “I’m the one who works from pay check to pay check in an empty job going nowhere. Nike shoes and video games bills piling up, before I even earn the money. Hate to see the mailman coming...” (The Missing Face, pp 3-4) Ida Bee decries the way she is made to slave in America paying bills, hence her desire to return home where she will pay no bills, feel loved and appreciated.

According to Imoh Emenyi, “This desire to identify with Africa dates back to the period before the Reconstruction, for as Harod Cruse reports ‘America, which idealizes the rights of the individual above everything else, is in reality a nation dominated by the social power of

groups, classes in groups and cliques-both ethnic and religious” (Emenyi, 2005:92). The terms “Nike shoes” and “video games” in the context of Ida Bee’s complaints are indicative of two major issues. The specific reference to Nike shoes is indicative of the long trend, geared towards the acquisition of the prominent and expensive Nike branded shoes among young Americans. The reference to video games in this context is indicative of joblessness for which the games are used to pass time. From context of the story, the people wearing the shoes and playing the games are living at the expense of breadwinners of circumstance who have no delight in these indulgences but continue to fund them in order to keep the former at home.

Several studies point to the fact that black communities seemed stronger in economy and family cohesion a few decades after the abolition of slavery but note a deterioration around the 1920s and a more significant decline in the decades following the second world war. Robertson et al note a disproportionate wave of migration from the south and the west indies to Harlem in the 1920s. Significantly hazardous low paying jobs were occupied by black males who suffered several injuries that rendered many unable to work and in conjunction with the already existing housing problems, rent payments could not be made, leading to the relocation of many from their homes (97-122). The online *Library of Congress* notes that “By 1932, approximately half of African Americans were out of work”. Renowned Civil Rights Activist and founder of The National Center for Neighbourhood Enterprise, Robert Woodson, was featured in an interview in 1989 with film and documentary maker, David Hoffman, where he made many comments about the black communities in the 1950s. According to Woodson, “Up until 1959, 78 percent of all black families had a man and a woman in them (1:37-1:47)”. He also reflected on the high level of discipline during the time among young black people as opposed to the decadence present in the communities at the time of the interview (2:41-2:36). The data from these studies play into the progression of the plot in both *Legacies* and *The Missing Face* as there is a mounting frustration with the standard of life among the African American communities.

This brings to mind Chris Dunton's analysis of *Legacies*, concluding that, "Mimi's expression of her alienation in the United States has echoes of a familiar patronizing, externalized insistence that Afro-American culture is somehow less real and substantial than authentic African culture... " (Dunton, 1992: 105). This is why Mimi believes that the real men and culture are African men and culture while Ida Bee remarks that “we in America are without true African identity” (The

Missing Face, 27). During her conversation with Jack (Momah), there is an expression of a need for African identity among the blacks in the West.

Meanwhile, as far as the youth i.e. the African Americans are concerned, the black man must be violent to assert his manhood. This spells why Amaechi wants to possess a gun to show that he is a man. The dialogue below throws more light on this:

Amaechi: I just wanted to show her I am a man

Ida Bee: A man? Is that all it takes to be a man? Showing off with pistol?

Amaechi: You need a gun out there, ma. Everybody got their gun but me....

Ida Bee: And that's all it takes to be a man? Shoot somebody? (*The Missing Face*, 5)

Nevertheless, Amaechi's reason is in consonance with Franz Fanon's argument in *The Wretched of the Earth*, which states that "since violence was used to maintain the oppressed in an exploited position, counter violence is the best way of redressing the situation" (Fanon, 1980:76). Merton uses an example of competitive athletics which is "shorn of its institutional trappings" to explain this problem (675). He states that "rather than 'winning through circumscribed modes of activity,' a premium is implicitly set upon the use of illegitimate but technically efficient means" (675).

In light of the decades following the violent riots and protests of the 1960s and 1970s, it is quite understandable as to the reason why Amaechi would desire a gun. There was a remarkable rise in anger from the black community, especially following the deaths of such leaders as Malcolm X and Martin Luther King. These riots would lead to mostly black males being imprisoned for violence or activism with even the aforementioned David Woodson being arrested three times for activism, despite his servitude to the country as a military veteran. According to David Francis on the online *National Bureau of Economic Research*, "The riots had economically significant negative effects on blacks' income and employment. Further, those effects may have been larger in the long run — from 1960 to 1980 — than in the short run — from 1960 to 1970". Francis also notes that "The riots significantly depressed the median value of black-owned property between 1960 and 1970, with little or no rebound in the 1970s". These data again trace the root origins of many of the issues mentioned in both plays, to reactionary behaviours due to the presence of negative circumstances in America. There are of course, many other factors involved but these are the most obvious as to the reason why many young black men like Amaechi would feel the need to possess a symbol of power such as a gun, in order not to feel inferior to

their counterparts. The time period in which both plays were set in, would have seen many defenceless young men bullied, dehumanised or even killed by whites or even fellow blacks, on account of taking a stand for their rights.

Contrary to the norm of violence among young Black American men in both plays, Ida Bee teaches Amaechi that the African man is bold and walks steadily and that the black man does not carry gun. In her words. an African man carries the power of the gun in his heart, then walks boldly through the forest of demons, with a steady stride, his feet planted firmly on the ground like an elephant, trampling vipers and scorpions that threaten his progress: (The Missing Face, 6). This is a celebration of African maleness - bold and strong are his traits. Nevertheless, the plays further reveals that the African American family consist of strong mothers and absentee fathers who are either useless drunks or serving in jails. This is why they live fractured lives. Ida Bee reveals this in her statement thus:

All we got in Milwaukee is a bunch of fractured lives. Uncle Henry is an alcoholic, His wife and children living up in Kenosha with Uncle Ron whose little Oshkosh job can hardly feed him, let alone some extra mouths. And Uncle Charlie? Well, you know Uncle Charlie. So, slick he can't keep himself out of jail. And Aunt Gloria is alone. She's got seven children and she's alone and don't even know it...with no place in the world. And Uncle Mickey, the baby in the family. Who carried so much promise for us went off to college, got himself a big-time corporate job and forgot all about us when he hit the Big Apple. (The Missing Face, 4).

The above direct quote is an implicature for which Chidi Ikonne notes, that "the headship of a family is most of the time, thrust upon the woman, in spite of herself in that situation, she goes to every length-ready to sacrifice her own happiness and inconvenience to make her children comfortable and happy (Ikonne, 2004:154). Thus, Ida Bee struggles against her inconvenience, sacrifices her joy for Amaechi in *The Missing Face* and Mimi for Uli in *Legacies*. The absence of the father in homes has added to most of the social problems in the African American environment. Bartlett adds to this in her report:

Statistics reveal that the black woman with children who is divorced or single for other reasons, has a greatly reduced Income while the black woman with children who never

marries occupies the lowest rung of the economic ladder. These same studies also suggest that children of single mothers are more likely to become involved in crime get pregnant out of wedlock and suffer from more child abuse (Bartlett, 2002:64).

This is what Mimi in *Legacies* expresses - the fragmentation of families which she describes thus: "today families live in fragments, girls turned mothers, women turned husbands, wives turned widows, where are all the men gone?" (p.6). This is a common experience in most African American environments where children are born outside wedlock and are hardly catered for by their fathers. According to Bartlett:

Resistance was in part a reaction to what is considered modern and tradition, urban and rural in terms of whom controls women's sexuality and who should reap the rewards for their fertility. The conflict centers around who would ultimately receive the benefits in old age from having children. If a man was a non-custodial parent and paid paternity support to the mother, then quite conceivably the child would take care of the mother in later years. The money paid in paternity support would not benefit the father of the child (Bartlett, 2002:65).

Ida Bee is not searching for Amaechi's father for financial support, rather. Her search rather, is necessitated by the fact that male children need role models and directions from their kind to become responsible men and future fathers. Ida Bee tells her son, "When we find your father, he's going to teach you what a real man is all about" (The Missing Face,6).

In *Legacies*, Mimi encounters a young man who claims African heritage but she is sceptical to accommodate him as the dialogue reveals:

Mimi: What do you want? Have you come to kill me? Or rape me too?

Young Man: (Stammering) No... no mam...

Mimi: Then what do you want?

Young Man: I search...

Mimi: What?

Young man: Food... Roof... A wall to lean on. I'm black as you can see, I'm African...

Mimi: Your name?

Young man: Jack

Mimi: Do African brothers also bear that name Jack?

Young man: (More relaxed, smiles) Eh...yes... they do... sometimes you know influences. New beliefs, new ways... my name is Jack.

Mimi: Hmm... Strange, I know many of our African boys who answer African names, names with meaning. What's the meaning of Jack? ... What does your mother call you?....

Young man: Elozio... Elozienjo

Mimi: Meaning

Young man: Don't think evil

Mimi: You see, don't think evil it has profound meaning, reveals a value system, a way of life, of peace, unity, justice. Not one like ours in these states, where the color of a man's skin classifies him as evil, and certain people exploiting class, exploiting race, feed on nothing but evil (Legacies, 31-32)

Mimi is more mature in her conversation with the young man (Jack). She is not desperate for him and wants to be sure of him before acceptance. She is blunt and inquisitive unlike Ida Bee who shows desperation for a male companion as the dialogue below reveals.

Ida Bee: I am your sister, Jack. If you cared about the African race, you'd know that and call me sister And I would call you brother You'd be the man in my life, charting a course of rediscovering, for you and for me

Momah: Right now, your brother needs food

Ida Bee: You can have food. My pantry is open to you what else do you need?

Mamah: A place to sleep

Ida Bee: You can sleep here brother I have room for a weary man, working his way through college.

Momah: I'd do better in my studies if I didn't have to work...

Ida Bee: I have a job, brother not high paying jobs, but you'd earn enough to support... (The Missing Face, 31-32).

Ida Bee is excited and she gives her all (herself) to Jack (Momah). She supports Jack to enable him complete his studies which is the usual behavior of most contemporary African women. This is why Helen Chukwuma states that "African feminism is accommodationist. Men remain a vital part of the woman's life"(15).

In conclusion, the chapter highlights the challenges of single parenting especially the absence of a father in a home and the negative consequences in the upbringing of a child, especially among blacks in the diaspora. It suggests that the presence of a father is very much needed to have a balance home.

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Chapter 8

Relationship Between Firm Size and Insurance Penetration in Kenya

By

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Abstract

Life insurance is an important aspect of the social-economic development of the society. It helps to safeguard the future while also ensure some savings that can be used in a later date. The objective of the study was to analyze the relationship between firm size and insurance penetration in Kenya. The study is based on the Neoclassical Theory of Investment. The study was based on positivists' research philosophy. This study adopted longitudinal research design and targeted all the 26 registered life insurance firms in Kenya, which were operational from 2011 to 2022 and had filed their audited financial statements with the insurance regulatory authority for the period (IRA, 2020). There were only 18 Life Insurance Firms that met the criteria for the study where such have been operated since the year 2011 which is the period of the study. The study findings showed that there is statistically significant evidence that firm size does have a positive effect on insurance penetration in Kenya. This finding further implied that larger insurance companies play a role in driving insurance awareness and uptake in the Kenyan market. Their greater resources allowed them to invest in broader marketing campaigns, develop more innovative products, or expand distribution channels to reach a wider audience. The study concluded that larger firms tend to have a greater influence on insurance penetration.

Key Words: Firm, Size, Insurance, Penetration, Kenya

Relationship Between Firm Size and Insurance Penetration in Kenya

By

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1.0 Introduction

As part of the general financial system, insurance companies provide unique financial services to the growth and development of every economy. Such specialized financial services range from the underwriting of risks inherent in economic entities and the mobilization of large amount of funds through premiums for long term investments (Nwosa & Mustapha, 2017). The risk absorption role of insurers promotes financial stability in the financial markets and provides a sense of peace to economic entities. The business world without insurance is unsustainable since risky business may not have the capacity to retain all kinds of risks in this ever changing and uncertain global economy (Ehiogu & Eze, 2018).

Insurance companies sell protection to policyholders against many types of risks: Property damage or loss, health and casualty, financial losses, e.t.c according to Varenik, Pestovskaya, and Opaliichuk (2016). In return for this risk protection, insurance companies receive a premium from the policyholder that is used to cover expenses and the expected risk. For longer-term risk protections, part of the premiums is invested to get higher yields. Hence, Insurers need to have sufficient equity or buffer capital to meet their obligations in adverse conditions when their losses on the diversified portfolio exceed the expected losses (Hartwig, Niehaus & Qiu, 2020).

The insurance sector in Kenya and other countries while providing critical interventions and creating wealth through investments, has had a fair share of instability challenges which has results to many collapses (Mumo, 2017; Herciu & Şerban, 2016). Over the last one decade, a number of insurance companies have closed shop and eventually liquidated .Such insurance companies include BlueShield Insurance Company in the year 2011 and Concord Insurance Limited in the year 2013. On the other hand, Xplico insurance company limited has been put under statutory management while Invesco Assurance Company Limited has been put under liquidation. According to Mugo (2018) most of these companies have gone under with billions of shillings, in cash, belonging to policy holders, pension schemes and life funds. This brings out the question of whether insurance companies are financially sound and whether they are disclosing enough information to enable investors make informed decisions. Obviously financial health is critical for any business organization (Mumo, 2017).

Penetration of insurance is calculated by the absorption of insurance goods (Muriuki & Mutugi, 2017). In 2020, insurance penetration, defined as the ratio of gross direct insurance premiums to GDP, was 2.17 percent (2019: 2.34 percent). The global average insurance penetration rate was 7.4%. Insurance density, or the ratio of gross direct insurance premiums to total population, declined slightly from KES 4,788 in 2019 to KES 4,787 in 2020, indicating a modest fall in insurance spending (Mburu, 2017; IRA, 2020). Compared to the global average, the penetration of insurance in Kenya is still very low. In 2020, the asset base of the industry expanded by 8.0 percent to KES 765.93 billion (2019: KES 709.05 billion). The asset base was mostly made up of investments, accounting for 85.7 percent of the total. Investments climbed by 10.5 percent in the year under review, from KES 594.03 billion in 2019 to KES 656.46 billion at the conclusion of the year. Government securities accounted for 67.1 percent of the investments (KES 440.68 billion) (IRA, 2020).

Global figures show that insurance penetration is 6.28 percent, with 11.03 percent in Latin America, 6.73 percent in Europe, 5.73 percent in Asia, 5.6 percent in Oceania and 3.65 percent in Africa (Biener, Eling, & Wirfs, 2016). The average penetration for Europe in 2013 is 6.82 percent while Africa's is 3.65 percent (Mutegi, 2018). India's insurance penetration is lower than the world average of 6.28 percent in 2013, compared to 5.2 percent in India (Ilyas & Rajasekaran, 2021). While Indian insurance penetration is high at 5.2%, it is lagging behind other Asian countries such as Japan (9.9%), South Korea (10.4%) and Singapore (6.8%). In the US, the penetration of life insurance (total premium \$ as a share of GDP) in the United States in 2010 was 3.5 (compared with 9.5 in the United Kingdom, 7.4 in France and 8.0 in Japan) (Mutegi, 2018).

Kenya's insurance plan penetration was very poor at just 2.54 percent of Gross Domestic Product (GDP) compared to 2.57 percent in 2005 (AKI, 2019). A penetration ratio (GDP) compared to 2.57 percent in 2005 was reported by long-term (life) insurance. Long-term (life) insurance reported a penetration ratio of 0.76 percent, compared with 1.78 percent for general insurance. Kenya's insurance sector also faced a daunting monetary landscape in 2011, with a penetration of 3.02% compared to 3.1% in 2010. Insurance penetration in Kenya in 2014 was estimated at 3.44% (Mutegi, 2018) compared to Malaysia, which had an estimate of 41% of the population included in some form of lifestyle insurance. The penetration ratio shows the insurance market's current coverage and growth challenges in a given region.

A company's size is the amount and variety of manufacturing resources and capacity that a company has, or the amount and variety of services that a company can offer to its customers at the same time (Shang,

Chen& Li, 2020). A company's size is a primary factor in assessing a company's profitability because of the principle known as economies of scale that can be found in the company's conventional neoclassical view. It shows that, unlike smaller companies, bigger firms can manufacture goods at much lower costs. A favorable relationship between business size and profitability is predicted by this notion (Merozwa, 2015). Contrary to this, alternative business theories advise that larger organizations are under the control of managers following self-interested objectives and should thus replace the benefit maximization of the objective function of the companies with the management utility maximization function.

Statement of the Problem

In Kenya, insurance penetration has fallen to 2.34%, the lowest in the last 15 years (Kenya Insurance Industry Survey, 2019), compared to South Africa, whose penetration is 16.9% with a population of 53.2 million (National Insurance Commission, 2019). In Kenya, the number of insurance firms is 59, equivalent to a 1:1 ratio for every 1 million Kenyans, which is close to that of the banking sector in Kenya. In the five years, 10.7 percent in the year 2015, 13.2 percent in the year 2016, 6.3 percent in the year 2017, 3.5 percent in the year 2018 and 6.1 percent in the year 2019, the Gross Direct Premium in Kenya was on the downward trend (IRA, 2019). This situation is the subject of the current study to determine if the worsening situation is caused by particular firm financial characteristics and the economic climate of insurance companies in Kenya.

Kenya's insurance sector is affected by specific factors, both internal and external, that affect the performance of insurance companies. Internal variables include retention of premiums, margin of solvency, business size and company age (Nduati, 2018). Lin (2015) analyzed the relation between bank-specific variables and commercial banks' bank efficiency, and the findings showed that bank performance was influenced by factors such as financial leverage, bank size and solvency ratio. The current research examined firm financial characteristics from insurance companies since different scholars have already studied the impact on results of specific factors from companies. Muneeni (2015) revealed that bank size, leverage and liquidity improved the performance of listed companies. Osoro (2014) analyzed the variables influencing the performance of the bank sector and the results showed that bank size, liquidity, solvency margin influenced the performance of the bank. Bongoye, Banafa and Kingi (2016) examined the correlation between company-specific factors and listed companies' financial performance, and the results showed that company size and financial leverage were significantly linked to financial performance.

While businesses operating in the same sector have different levels of financial performance and deal with the same external variables, studies have shown that internal factors influence firm performance. Firm size, financial leverage, liquidity, investment efficiency, capital adequacy are among the main internal factors (Zablon & Ariemba, 2015). Lwaminah (2017) examined the impact of asset quality, liquidity, investment quality, capital adequacy and firm size on the financial performance of commercial banks in Kenya in a further empirical analysis of company specific factors. Study by Kitati, Zablon and Maithya (2015), which sought to identify evidence supporting the presence of effect of the selected macro-economic variables: hard currency foreign exchange rate, interest rate and inflation rate on fluctuations in share prices, found that interest rate and inflation had an impact on stock prices.

Secondly, insurance continued to be a relatively niche sub-sector under the Third Medium Term Plan (2018-2022), with the level of use remaining at 6% of the population and contributing 1.5% to GDP in 2016. In Kenya, health insurance coverage is usually low at 19% (IRA, 2019). The NHIF is Kenya's largest health insurer, covering 16 percent of Kenyans, while the 32 private health insurers cover only 1 percent of the Kenyan population collectively. By 2019, with the statutory National Hospital Insurance Fund (NHIF) at 21 per cent, 19% of the population had some kind of health insurance cover. NHIF membership increased to 7.6 million people in 2019, up from 6.1 million in 2016, reflecting an 11.1 percent rise. In 2017, with over 2.2 million members, there were nearly 1,200 registered retirement benefits / pension schemes. Kenya's insurance penetration (2.34%) is, as suggested, far lower than the regional average of 3.8% (Africa Insurance Outlook, 2019).

In addition, the general lack of a savings culture, insufficient tax incentives and a perceived industry reputation crisis in the public eyes, especially with regard to the settlement of claims, were cited as likely causes for a low penetration of insurance in Kenya (Gakeri, 2015). Insurance penetration in Kenya is still poor and this is due to a low degree of consumer awareness of its advantages and the belief that insurance is only for wealthy members of society. The researcher identifies this as the research gap that will be of interest to insurance policy holders (IRA), the practice of insurance coverage in Kenya (the insurance providers) and the insurance plan clients. Since the low insurance penetration is a recorded problem in Kenya based on insufficient literature hence the need of empirical research that examines the relevant factors, economic environment and insurance penetration of companies in Kenya. The study examined the moderating effect of economic environment on the firm financial characteristics and the penetration of insurance in Kenya in order to fill this gap.

2.0 Literature Review

2.1 Theoretical Review

Neoclassical Theory of Investment was developed by Jorgenson (1963). The theory derives its fundamentals from the maximization over time of a company's usefulness and resources (Warström & Niemelä, 2015). Investment is seen as a distributed lag function of variations in the necessary capital in neoclassical theory. The capital needed or desired here functions as a function of the level of production, cost of consumer capital and price of output (Twine, Kiiza, & Bashaasha, 2015). The theory assumes that investment is a function of the cost of capital and the production of companies. In addition, the theory suggests that capital and labour ratios are adapted to relative price shifts (Virlics, 2013).

The Neoclassical Theory of Investment, while influential, has faced several critiques from economists and researchers. The Neoclassical Theory of Investment often assumes that firms have perfect information about future profitability and investment opportunities. Critics argue that this assumption is unrealistic, as firms may face uncertainty, incomplete information, and asymmetric information about market conditions, technological developments, and competitive dynamics. As a result, firms' investment decisions may be subject to errors and inefficiencies, leading to suboptimal allocation of resources.

The Neoclassical Theory of Investment sometimes oversimplifies firms' investment behavior by focusing solely on factors such as the marginal productivity of capital, the cost of capital, and the rate of return on investment. Critics argue that this narrow focus overlooks other important factors that influence investment decisions, such as managerial discretion, organizational capabilities, strategic considerations, and behavioral biases. By neglecting these factors, the theory may fail to capture the complexity of firms' investment behavior in real-world settings.

Overall, while the Neoclassical Theory of Investment offers valuable insights into the determinants of investment behavior, it is important to recognize its limitations and complement it with alternative perspectives that capture the complexities and nuances of real-world investment decisions. Integrating insights from behavioral economics, organizational theory, and institutional analysis can help enrich our understanding of firms' investment behavior and its implications for economic growth and development. The neoclassical theory was used to analyze whether asset quality as a measure of company size was intended to optimize insurance penetration in Kenya.

2.2 Empirical Literature Review

Firm size can influence insurance penetration through various channels. Larger firms may have greater financial resources to purchase insurance

coverage and implement risk management strategies. Additionally, larger firms may face more complex risks, making insurance a crucial tool for mitigating potential losses. Studying the relationship between firm size and insurance penetration can provide insights into the role of corporate size in shaping insurance demand.

Smith and Johnson (2020) investigated the impact of economic uncertainty on the relationship between firm financial characteristics and insurance penetration in developed economies. Using panel data analysis covering a sample of firms across multiple industries, the researchers examined how firm-specific financial characteristics interact with economic uncertainty, represented by fluctuations in GDP growth rate, inflation rate, and stock market volatility, to influence insurance penetration rates. Contrary to expectations, the findings reveal a negative relationship between firm financial characteristics, such as profitability, liquidity, and leverage, and insurance penetration, particularly during periods of heightened economic uncertainty. The researchers found that economic uncertainty acts as a moderating variable, exacerbating the negative impact of weak firm financial characteristics on insurance penetration. These results suggest that in times of economic turmoil, firms may prioritize cost-cutting measures, including reducing insurance coverage, to mitigate financial risks and preserve liquidity. The study underscores the importance of considering economic context and uncertainty in understanding the dynamics of insurance penetration and firm financial decisions

The influence of firm size on the profitability of manufacturing companies listed on the Istanbul Stock Exchange was analyzed by Egolum and Okika (2019) using panel data for the period 2005-2011. Using Return on Investment, profitability was assessed, while both total assets and total revenues were used as firm size proxies. According to the study results, the size of the group, both in terms of total assets and in terms of total sales, had a positive effect on Turkish manufacturing companies' profitability. Van Reenen (2018) claimed that large corporations had market power to set prices above the economic costs involved in the manufacturing of the goods, resulting in increased benefit for larger companies

Lee and Chen (2021) investigated the relationship between firm size, insurance penetration, and the moderating effect of the economic environment in emerging markets. Using panel data from a sample of firms across multiple industries in emerging economies, the researchers examined how firm size interacts with economic factors, such as GDP growth rate, inflation rate, and financial development, to influence insurance penetration rates. The findings reveal a significant positive relationship between firm size and insurance penetration, indicating that larger firms tend to have higher levels of insurance coverage

Odhiambo (2013) investigated the determinants of insurance penetration in Sub-Saharan Africa using dynamic panel data analysis. It examines the impact of various factors, including firm financial characteristics, economic environment variables, and other control variables, on insurance penetration. The results suggest that firm financial characteristics such as size, profitability, and liquidity positively influence insurance penetration. Moreover, the study finds that the economic environment, represented by variables such as GDP growth rate and inflation rate, moderates the relationship between firm financial characteristics and insurance penetration, with a positive interaction effect

3.0 Research Methodology

The study was based on positivists' research philosophy. This study adopted longitudinal research design and targeted all the 26 registered life insurance firms in Kenya, which were operational from 2011 to 2022 and had filed their audited financial statements with the insurance regulatory authority for the period (IRA, 2020). There were only 18 Life Insurance Firms that met the criteria for the study where such have been operated since the year 2011 which is the period of the study. The study therefore purposively took the 18 companies as the sample size suitable to attain the set objectives. Both primary and secondary data was collected. Primary data was collected using a questionnaire while secondary data was collected using a secondary data collection schedule. Data was analyzed using panel data regression based on Hausman Test which was used to choose between fixed and random model.

4.0 Study Findings

The objective of the study was to examine the effect of firm size on insurance penetration in Kenya. Firm size was measured using the value of the total assets of the firms. Table 1 presents data pertaining to the average total assets of the insurance sector in Kenya over a 12-year period, from 2011 to 2022. Descriptive statistics have been calculated to summarize the distribution and characteristics of the total asset values.

Table 1: Descriptive Statistics of Firm Size (Total Assets)

Descriptive Statistics	Total Asset
Minimum	36579
Maximum	137768000
Mean	16693699.78
Std. Deviation	25827468.8
N	216

Sources: Study Findings

The descriptive statistics presented in Table 1 provide a concise summary of the distribution, central tendency and variability of average total assets within the insurance sector in Kenya over the period of the study. The minimum value of shs. 36,579 represents the smallest recorded average total asset value during the study period. This indicates the lowest financial standing of insurance companies in terms of their total assets. The maximum value of shs. 137,768,000 represents the highest recorded average total asset value during the same period. This indicates the peak financial standing of insurance companies in terms of their total assets. The mean (average) total asset value of approximately shs. 16,693,699.78 reflects the central tendency of the data. On average, insurance companies in Kenya had this amount in total assets over the 12-year period. The standard deviation of around shs. 25,827,468.8 quantifies the degree of variability or dispersion in the total asset values. A higher standard deviation suggests greater variability in the data points, indicating that the total asset values are spread out from the mean.

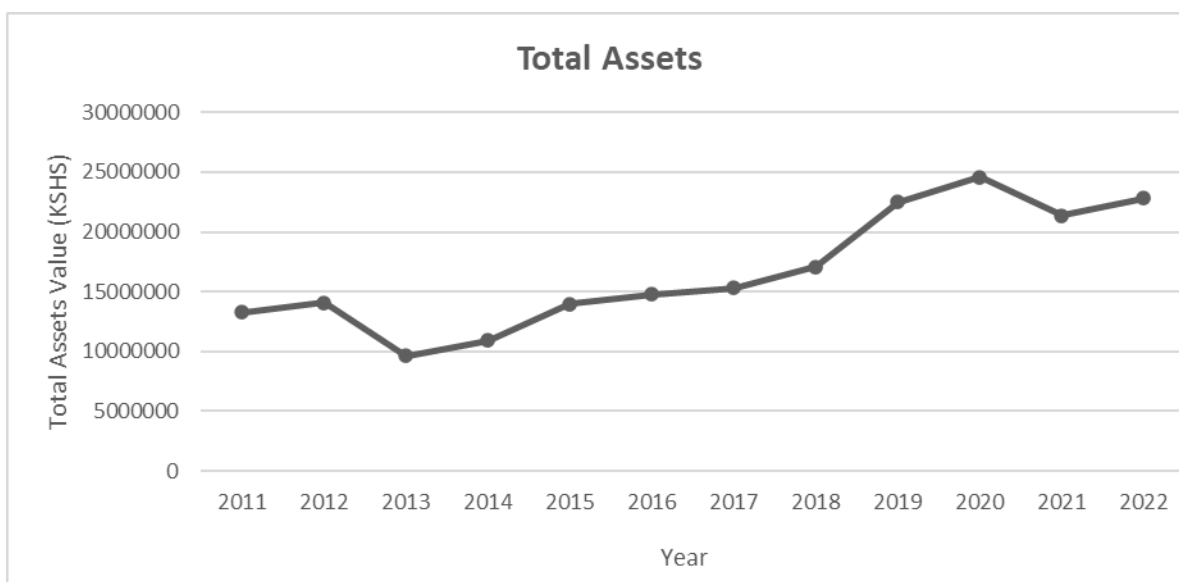


Figure 1: Variation in Average Total Assets for Insurance Industry between 2011 and 2022

Source: Field Data 2023

The provided data represents the average total assets of insurance firms in Kenya for each year from 2011 to 2022. The trend in total assets exhibit a generally upward trend over the years. From 2011 to 2013, there was a decrease in average total assets, followed by a consistent increase from 2014 onwards. From 2014 to 2022, there is a noticeable and relatively steady

growth in average total assets. The values appear to increase with some fluctuations, indicating a positive trajectory.

The increasing trend in average total assets suggests that insurance firms in Kenya had, on average, experienced growth and improved financial stability over the years. This growth could be a result of factors such as increased customer demand for insurance products, improved economic conditions, and effective financial management. The consistent growth in average total assets might signify an expanding market for insurance services in Kenya. This could indicate that more individuals and businesses were recognizing the value of insurance coverage, leading to increased business opportunities for insurance companies. Finally, the trend could also further imply that insurance firms were able to accumulate higher levels of capital, which was crucial for meeting regulatory requirements and ensuring their ability to cover potential insurance claims. Kimani and Njuguna (2016) also studied insurance firms in Kenya and noted that the economic variables should be well handled for insurance firms to remain dominant in the industry. Further, Van Reenen (2018) claimed that large corporations had market power to set prices above the economic costs involved in their operations, resulting in increased benefit for larger companies.

4.1 Correlation Analysis

Table 2 presents the correlation matrix. Correlation analysis is a statistical method used to measure the strength and direction of the relationship between two variables.

Table 2: Correlation Matrix

		Firm Size	Insurance Penetration Rate
Firm Size	Pearson Correlation	1	
	Sig. (2-tailed)		
Insurance Penetration Rate	Pearson Correlation	0.766**	1
	Sig. (2-tailed)	0.000	
	N	216	216

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

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

The correlation analysis show that firm size had a correlation value $r=0.766$ which indicate positive and strong association between firm size and insurance penetration in Kenya. These finding imply that larger firms tend to have higher insurance penetration rates. This could be due to their greater resources, wider market reach, and ability to offer differentiated products. The finding support those by Van Reenen (2018) who claimed that large corporations had market power to set prices above the economic costs

involved in their operations, resulting in increased benefit for larger companies.

4.2 Regression Analysis

Based on the diagnostic tests conducted, the study employed a random effect model to predict the relation between firm size and insurance penetration in Kenya. Table 3 shows the results from a random effect model estimation.

Table 3: Random effects regression analysis

Insurance Penetration Rate	Coef.	Std. Err.	z	P> z
Firm Size	0.143041	0.017857	8.01	0.000
_cons	0.531068	0.281463	1.89	0.059
R-sq:	= 0.5014			
Wald chi2(4)	= 100.82			
Prob > chi2	= 0.0000			
Number of obs	= 216			
Number of groups	= 18			

***Random-effects GLS regression

Table 3 presents the results of a random effects regression analysis with insurance penetration rate as the dependent variable and firm size as independent variables. The R-squared value of 0.5014 indicates that the model explains 50.14% of the variance in insurance penetration rates. This is a relatively high R-squared for a model, suggesting that the model does a good job of capturing the relationship between firm size and insurance penetration. The statistically significant Wald chi-square test ($p < 0.001$) indicates that the independent variables had a significant effect on insurance penetration. Therefore, the model was significant in predicting the relationship between the dependent variable and firm size as independent variables. The coefficient of 0.143 indicates that for every unit increase in firm size, the insurance penetration rate is expected to increase by 0.143, holding other variables constant. This positive and statistically significant coefficient ($p < 0.001$) suggests that larger firms tend to have higher insurance penetration rates in Kenya.

The finding implied that there is statistically significant evidence that firm size does have a positive effect on insurance penetration in Kenya. The finding support those by Van Reenen (2018) who claimed that large corporations had market power to set prices above the economic costs involved in their operations, resulting in increased benefit for larger

companies. The study finding further concurred with those of Lee and Chen (2021) who investigated the relationship between firm size, insurance penetration, and the moderating effect of the economic environment in emerging markets. The findings reveal a significant positive relationship between firm size and insurance penetration, indicating that larger firms tend to have higher levels of insurance coverage. Nanjala (2020) in a study on firm characteristics and revenue efficiency of selected insurance companies in Kenya, also noted that revenue efficiency is recognized as a major ingredient in sustainable growth in insurance business. Similarly, Amal, Yahya & Sameer (2012) investigated the factors that mostly affect financial performance of Jordanian Insurance Companies. The researchers recommended that a high consideration of increasing the company assets will lead to a good financial performance and there is a significant need to have highly qualified employees in the top managerial staff.

5.0 Conclusion and Recommendations

The findings suggested that in Kenya, firm size plays important role in influencing insurance penetration. Based on these findings, the study made the following conclusion. Larger firms tend to have a greater influence on insurance penetration. This could be due to several factors such as greater financial resources, better risk management capabilities, and potentially more stable employment conditions for employees, leading to increased willingness to invest in insurance products.

Based on the findings and conclusions regarding the significant factors influencing insurance penetration in Kenya, the study made the following recommendations for policy formulation, practice improvement, and theory development in the insurance sector: The government of Kenya and stakeholders in the insurance sector should develop policies that consider the dynamic nature of the relationship between firm size and insurance penetration. This could involve creating incentives or subsidies for firms to invest in insurance during economic downturns and encouraging risk-sharing mechanisms during periods of economic growth. The management of insurance firms should invest in comprehensive data collection and analysis efforts to better understand the drivers of insurance penetration in Kenya. This includes collecting data on firm size and insurance uptake trends to inform evidence-based policymaking and practice improvement initiatives.

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Chapter 9

Impact of ECD (B) Curriculum on Pupils' Understanding of Number and Language Concepts at infant Education Level. A Case of three Primary Schools in Zvishavane District, Zimbabwe

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Abstract

The study investigated the impact of the ECD (B) curriculum on pupils' understanding of number and language concepts at infant level. The study focused on how play as the chief method of instruction influences the understanding of concepts at infant level. Basically the study examined the extent at which the ECD (B) curriculum fosters the mastery of numbers and language at infant level. The study used an eclectic approach to collect data from ECD teachers and school heads from three primary schools in Mazvihwa West cluster in Zvishavane District in the Midlands Province. Aptitude tests were employed to solicit pupils' understanding of the concepts number and language at grades 1-3. The study also made use of document analysis to compare ECD (B) and infant curriculum in order to establish the link between the two curricula. The study established that pupils who did ECD (B) performed better in mathematics and language than those who had not attended ECD (B). The researcher used the t-test and the test mean scores to compare pupils' mental aptitudes. The study also confirmed a strong relationship between ECD (B) curriculum and the infant curriculum. The study further confirmed and concluded that ECD (B) curriculum lays educational foundation for all learning in the primary school. Based on the research findings the researcher recommends that parents and the relevant stakeholders support ECD (B) programmes financially and materially and also make it mandatory that all children attend ECD (B) before proceeding to Grade 1. The government of the day should also avail funds for resourcing the play centres and the general requisite infrastructure of schools to accommodate the new innovation. Awareness campaigns should be mounted to market the new innovation particularly in the rural marginalized areas of Zimbabwe to solicit stakeholder buy-in of the innovation. The study further recommends more researches in the ECD (B) curriculum not covered by this study.

Key words; curriculum, Early Childhood Development, Infant education, Number concepts Zimbabwe

Impact of ECD (B) Curriculum on Pupils' Understanding of Number and Language Concepts at infant Education level. A Case of three Primary Schools in Zvishavane District, Zimbabwe

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Introduction

The new millennium witnessed a resurgence of interest in early childhood education not only in Zimbabwe but also worldwide. This was characterized by the proliferation of pre-schools and day care nurseries throughout the country but more markedly in urban centres. Morrison (2000) posits that the issue of pre-schools was triggered by the emergence of new ideas and issues related to the education and care of young children as well as the quest to provide educationally and developmentally appropriate programmes in line with global trends. Various factors accounted for this phenomenon and these included channeling of human and material resources into the programme in line with the Nziramasanga Report into Education and Training (1999). The government policy on ECD (B) was promulgated as well as the introduction of early childhood education courses at universities up to Masters Level. This ushered in a new era in the education of young children in Zimbabwe. The Nziramasanga Report (1999) recommended a two-year pre-primary education where the ECD classes would be attached to the main schools. The commission further recommended a cost sharing between governments and parents in the early childhood education. Accordingly, Director's circular number 12 of 2005 (13 August 2005) promulgated ECD (B) into as a curriculum innovation. It is against this backdrop that pertinent questions arise; Why this innovation now and not before? In what ways would it be a worthwhile curriculum innovation?

This study in in light of the above narratives sought to explore the worthwhileness of the curriculum project by analyzing its underlying philosophy, that is, the extent to which it is key in laying firm foundations for future learning through play method. The study sought to assess the appropriateness of the programme to the pupils and its subsequent contribution to pupils' understanding of number and language at grade 1-3. The study therefore sought to assess and analyse the impact of ECD (B) curriculum on pupils' understanding of number and language concepts at infant level at three selected schools in Zvishavane district of the Midlands Province in Zimbabwe. The study examined the relevance of ECD (B) programme and its contributions to the infant education and the subsequent impact on pupils' academic performance in grades 1-3. Firstly the study examined the ECD (B) curriculum with regards to its epistemological

foundations and relevance to infant pupils, namely grades one, two and three. Secondly, the study examined the similarities between ECD (B) and grades one to three methods of teaching and learning with a view to determining the continuities and discontinuities in the curriculum. Finally, the study assessed the impact of ECD (B) by analyzing and comparing the performance of grades one to three pupils who attended ECD (B) to those who did not.

Background to the Study

At the dawn of the new millennium, there was a resurgence of special interest in the education of young children across the globe. According to Blackstone (1971), Early Childhood Education emerged in England in the late 18th century on a voluntary philanthropic basis. The first nursery school was established in 1816 at New Lanark in Scotland by Robert Owen (1771-1858) for the children of cotton workers. The nursery school cared for children under six years only while their parents and siblings were at work. The education received advocated for free unstructured play and did not press for formal learning. In the final analysis, it meant, that Early Childhood Education came about because of economic pressure. The capitalists wanted as much profit as they could hence women were employed and preschools were established to care for the minors.

In America, the Education Act of 1870 was an important event in the education of children as it established compulsory schools for children from the age of five (Cox 1986). In the absence of elementary education, schools admitted children below five years to protect them from the poor, harsh and unhealthy physical conditions of slum houses and dangerous streets. As a consequence of the report, children under five years were officially excluded from the elementary schools. This was necessitated by the economic pressure from the Industrial Revolution. Lawton (1975) posits that economic pressures brought by the Industrial Revolution such as the need for recruitment of women into industries as clericals and minor professionals led to the enactment of the 1870 Education Act which made elementary education free and state funded. Early childhood education in this epoch was brought about by the need to bolster the economy although it was a watershed in the education of children. The fundamental issue here is that the ECD programme was originally envisaged as a means of occupying children rather than as a foundation to early learning hence the emphasis on unstructured play. In other words the programme had direct benefit to children but was not linked to primary education and neither was it conceptualized as a foundation stage for children's education. According to Blackstone (1871), the MacMillan sisters, Magret and Rachel, established an open-air nursery school for poor children in 1911. They were much

concerned for the health and wellbeing of working-class children. Curtis (1998) argues that the McMillan sisters influenced the mushrooming of nurseries in England. The McMillan sisters' methods of teaching which emphasized play forms the bedrock of ECD (B) in Zimbabwe and still influences some aspects of current practices in the education of children.

The Plowden Report (1967) and the White Paper Report (1972) were the legal basis for the provision of education and compensatory early childhood education in Europe and British colonies. These papers established specific acts and policy papers on the provision of early childhood education. Consequently, the Acts and Papers further led to the birth of nursery schools and Day Care Centres for previously disadvantaged children. The United Nations' (UN) perceptions of early childhood education also strengthened the provision of such education for children following the declaration of conventions on the rights of children. The United Nations' declaration of 1994 as the year of the indigenous child was a positive step towards the education of young children. The Education For All (EFA) (2000) conference in Jomtein (Thailand) pointed out to the global organization's effort to improve the delivery of services to children in multi-sectional approaches which was a watershed that led to the contemporary perspectives in the provision of early childhood education. That was meant to ensure a positive start to life. This meant that from United Nations' perspective, global problems such as poverty, infant mortality rate, child abuse and diseases could be tackled using early childhood education as the starting point.

According to Curtis (1996) the most historical development in the education of children was the Compulsory Education Act of 1996. The Act introduced voucher scheme which required parents to make it mandatory for children to attend pre-school before enrolling for compulsory education. More recently, however the Labour Government abolished the scheme and the government provided direct funding to preschools for part time 3–4-year-old children (Sandra, 2002). In Zimbabwe the history of early childhood education has been influenced by pre-independence and post-independence periods. Dyanda and Musara (2000) concur with Zvobgo (1986) that the pre-independence period was marked by a segregatory provision of preschool education, which favoured whites with no provision for the majority of black children. While the colonial policy appeared harsh to black children analytically, the African perspective and practices sufficed to enable children to develop positively both physically and cognitively. However, the need to move 'with times the times' and align with the global trends promulgated preschools in Zimbabwe.

The post -independence era in Zimbabwe ushered in a new chapter where educational opportunities were equalized and segregation in all sectors

was abolished (Zvobgo, 1986). There was massive expansion of both primary and secondary education. According to Zvobgo (1986) pre-school education was placed under the Ministry of Community Development and Women Affairs in the years 1981- 1982 and not under the Ministry of Education, Sports and Culture. There was massive training of village para-professionals for educating the young children. The para-professionals were trained on how to handle the classes, how to construct play centres and the basic pedagogical skills.

The government had a limited role in the education of the preschoolers since it only provided the policy framework while communities and non –governmental organisations manned and funded the programme respectively. After 1982, there was donor fatigue and preschools seemed to die a natural death. After 1982 there was renewed interest from the government and all pre-schools were placed under the Ministry of education, Sport and Culture. The move was seen as evidence of increased government interest in early childhood education. After five years of neglect in 2005 there was again a revival and sudden interest in preschool education (Pisirai & Mavezera, 2023). The question is, why the sudden interest after so many years of neglect and growing doubt? Several reasons can be advanced for this change of policy, the government wanted to align its education with the global trends, where, it is assumed that if children receive education early in life they would understand concepts better in their later years of learning. This assumption forms the backbone of this study. The philosophy behind pre-schools was borrowed from the Head Start and Lanham Centres in America (Woodhead, 1999). In Zimbabwe there was also a combination of ideas from the African perspective of families as the best nurturing environments. Therefore in Zimbabwe while pre-school programmes at face value, seemed to be educationally driven their establishment was meant to free thousands of women from home confinements into the work environments to economically contribute to the economic development of independent Zimbabwe.

The idea was to democratize the opportunities between men and women, the poor and the rich in terms educational provisions and employment opportunities. The need to equalize opportunities might not have been genuine as demonstrated by the government's reluctance to enact clear policies on the funding and resourcing of pre-schools centres. The government did not have enough resources to complement its effort for the provision of preschool education. The government on the provisions of pre-school in Zimbabwe has vacillated from lukewarm involvement to intense involvement in the last three decades. The question one would ask is, why the sudden interest now? One could ask if the ECD (B) is now more worthwhile today than yesterday. It is the prime responsibility of this chapter

to answer these questions, the questions will be examined as the study unfolds. The dawn of the new millennium saw the government of Zimbabwe on re-think and reconceptualization of the education system in and endeavor to align its education with the global trends particularly on preschool education. The government through the Nziramasanga Commission (1999) deliberated on key issues that among other issues hindered the success of pre-schools in Zimbabwe.

The Nziramasanga's Report (1999) recommendations on preschool education were adopted through the Secretary of Education Circular Number 14 of 2004 which instructed schools to introduce two ECD classes into the formal primary school system. The decision caused chaos and confusion as schools had no infrastructure and manpower to handle the influx of the highly sensitive and unstable infants.

Equally panicking were the teachers' colleges who had to use Pai Obanya's (1987) panic approach to mitigate the high demand of teachers. The arrangement resulted in the implementation of ECD programmes in schools popularly known as zero grade. One would ask the extent to which enough attention was paid to curriculum issues of the programme in the midst of this hasty launch and panic. One may also ask if the curriculum has changed or it has remained the same as Sarason (1990), asserts that the more things change the more they remain the same. This and other issues triggered the researcher's interest prompting him to embark on the tiresome journey of research out of personal and professional interest. It is against this background the study was undertaken. More so, several questions were advanced, more importantly, what would be the impact and relevance of zero grade to the performance of pupils in their formative years at infant level particularly in mathematics and language? The study further explored the philosophy behind ECD (B) and the extent to which it sought to provide early foundations for future learning. The study also sought to explore the effectiveness of the Play Way Method in improving pupils' understanding of language at infant level.

The preschool education was renamed Early Childhood Education (ECD) following the Nziramasanga Report (1999). That was meant to formalize it as part of the school curriculum and it represented a new epistemology that linked it to grade one curriculum. It is against this background that this study undertook to examine the worthwhileness of the ECD (B) curriculum by exploring the extent to which the curriculum lays educational foundations for infant pupils' learning particularly in number and language concepts.

Statement of the Problem

The central problem of this study was to explore the relationship between ECD (B) curricular and infant education curriculum on pupils' understanding of number and language concepts at infant level at three selected primary schools in Zvishavane District of the Midlands Province in the south- west part of Zimbabwe. The study therefore addressed the question, what impact has ECD (B) curriculum on pupils 'understanding of the concepts of number and language at infant level?

Research Objectives

The study sought to fulfill the following broad objectives

- a) To explore the differences in pupils' performances and understanding of number and language concepts at infant level between pupils who attended ECD (B) and those who did not at grade one to three.
- b) To establish how the play method is key in the development of pupils' understanding of number and language concepts at infant level.
- c) To identify the similarities between ECD (B) curricular and infant education curricular.
- d) To suggest ways of fostering number and language mastery at ECD(B)

Philosophies of Early Childhood Education and their epistemological implications on curriculum

Morrison (1997) defines a philosophy as a set of beliefs and convictions about how children develop and learn as well as how they should be taught, within what contexts. Thus a philosophy responds to the political, social and economic circumstances prevailing for child development, teaching and learning, the context of the programme and methodologies that should be used to implement the perceived educational programme. Dyanda and Musara (2000) identify the traditional African perspectives, Western childhood beliefs and influences and the broader social, political and economic factors as integral to the conception and establishment of ECD programmes in Zimbabwe.

According to Froebel in Curtis (1998), play is the work of the child and part of the educational process. One can denote that play in Early Childhood Education is whereby children learn through exploring the environment with minimum adult intervention. Therefore play is envisaged into the ECD (B) philosophy as most paramount instructional method. Parry and Archer (1999) proffer that it is the joy and pleasure of play which sets the stage for learning and it is through play that the child becomes an

enquirer, explorer and questioner which is the real motivation of wanting to learn. The Plowden Report (1967) asserts that play is the principal means of learning in Early Childhood Education, in play children gradually develop casual relationships, the power to discriminate, to make judgments, to analyse and synthesize, to imagine and formulate.

Morrison (2000) further asserts that play is the natural of learning as it exploits children's already existing interest and does not demand too much from the teacher in terms motivation, because children naturally want to play. The above narratives agree that play is a fundamental way of instructional delivery as it helps children to come into contact with the learning materials that maximizes sensory learning and children would remember most what they do as opposed to what they are told. Therefore for ECD (B) programmes it follows that play should be the principal means of teaching and learning. Through play children learn concepts, practice roles and test ideas. Dhlamini (2007) further confirms that play is the most important way by which children learn concepts. Hurst (1997) also posits that play is an integral part of the curriculum founded on the belief that children through self-initiated free play in an exploratory environment would flourish and expose their talents.

The narrative above shows that play is an integral ingredient in the teaching and learning of younger children. Cutron and Allen (1999) argue that the optimal development of children is made possible through play. The two further proffer that when viewed as a learning process, play becomes a vehicle for intellectual growth and it continues to be a vital avenue of learning for kindergartens. For instance, play centres in the classroom teach pupils counting and language acquisition through interacting with a variety of play materials. It is therefore the business of this research study to investigate whether play is really useful in the education of younger children at the selected schools. Vygotsky (1976) says that the principal source of development in the early of formative years of life is play.

The main fact that children integrate everything they know in all domains when they play, consequently play promotes problem solving, critical thinking, concept formation as well as enhancing social and emotional development. In light of the above narratives, Froebel and Curtis (1998) concur that eroding play life of younger children has severe implications for children in their later years in schooling, through play children reveal their future minds. It was, and still believed that a positive learning experience in the early years of life prepares children in later grades and encourages lifelong learning. Dhlamini (2007) further proffers that throughout the early years of their lives children are receptive to new ideas and experiences and that their capacity to learn is at peak and this is fostered through guided play. According to Stebbing (2000), Froebel (1782-1852),

the founder of the kindergarten school argued that preschools were designed to liberate the child's creativity through play, songs, stories imitation, games and gifts. According to Bruce (1987), Froebel's vision was to stimulate an appreciation and love for children, to provide a new but small world for children to play with their age mates.

Froebel advocated for a curriculum that was free from adult intervention, instead, he envisaged a curriculum where nature was the first teacher of the child. The learning environment was supposed to be full of gifts that is shapes of various sizes, where children were to experiment on their own. The learning environment would bridge the gap between the home and the school. In a nutshell, Froebel advocated that free play is regarded as the pillar in integrating mechanisms that bring together everything learnt at Early Childhood Education. The literature cited above agree that play is critical in fostering mastery of concept in early childhood curriculum. It is on the basis of these narratives that this study sought to explore the importance of play in the ECD (B) curriculum and its subsequent effects on pupils' performance in later grades in mathematics and language.

According to Moyer (2006) kindergarten was designed as a garden for children, that is, its proponents envisioned a place where children could receive the nurture and care that seedlings require for growing into strong, healthy plants and blooming flowers. That is, the inspiration was to educate the whole child focusing on the physical, social and emotional development through play. Play should in essence involve shapes and toys for mastery of mathematical concepts and rhymes and songs for language mastery. Admittedly, play is key in the ECD curriculum and it is enhanced by a rich environment which is more stimulating than one dominated by teacher directives. Rousseau, in Ornstein and Levine (2003), the leader of the Romantic Revolution against the doctrine of child depravity and forerunner of child centred progressivism envisioned schooling that emphasized child freedom meant to create a learning environment that allowed a child's innate, natural goodness to flourish through play.

Rousseau prescribes a curriculum that is child-centred and emphasizes the hands-on approach where children learn by doing. Rousseau argues that learning should be the natural good (Ornstein & Levine, 2003). Put simply, Rousseau as the fore-runner of the Romantic Revolution was against the oppression of children, advocating for a curriculum that treats children as children and not as miniature adults. Maria Montessori (1870-1952), the founder of the early childhood philosophy found out that children learn through play where nature is the teacher and the environment being the classroom. The Montessorian curriculum advocates for a prepared environment and believe that play helps children to develop sensory, muscular and intellectual development skills in prepared environment with

the teacher as a facilitator of the teaching and learning. Montessori advocated that learning should be natural and it should be without tears, only nature would punish them if they misbehave. In other words the Montessorian curriculum advocated that play should supersede all other activities in the classroom and should be conducive and free from teacher threats. Montessori was the first to prescribe the seven forms of play which are central to the ECD (B) which is the basis of this study.

The prescribed learning areas of play empower children to choose what to learn through play in the areas of music, science and mathematics, drama, block areas and others with the teacher giving minimal supervision. Curtis (1998) avers that play is key as a teaching method in that it fosters ways in which a child passes through a naturally ordered sequence of development towards logical and formal thinking. The same sentiments were echoed by Piaget(1968) whose clinical observational studies developed the idea of readiness which explores the process by which children advance through the sensory-motor stage (0-2 years) and the pre-conceptual stages to progress to logical and abstract thinking.

However, in view of the above arguments, Gordon (1995) and Ndlovu (1999) say that although play is useful, it is not the most important aspect in learning and does not guarantee the pupils' success in a subject area although they acknowledge it as a valuable base for learning. Although free play has perceived several benefits and is a necessary part of early childhood classroom, the early programmes that prioritize play have several weaknesses (Parry & Parry, 1999). Some scholars argue that play does not improve cognitive development as Sylva et al (1980) posit that the ways in which children spend their time during play does not improve cognitive development as there is lack of challenging activities as play is mainly simple and repetitive.

Meadows and Cashdan (1988) also argue that during play children did not persist at tasks and the conversation between teacher and pupils was very limited. They further argued that supervised play had limited benefits for children and therefore a high level of adult interaction during play is necessary to optimize children's understanding of concepts. In the Western countries and other first world countries pupils in kindergarten learn through play and they choose what to learn. The children learn using computers that encourage mathematical concepts and language mastery. Toys and online platforms are availed for the minors whereas in Zimbabwe the ECD (B) prescribes the seven forms of play as alluded to earlier on. The role of the teacher is to guide play albeit there is limited resources in schools. Schools in Zimbabwe are not homogenous in terms of location, material and financial resources. Therefore, these and other variables motivated the researcher to carry out the research study to assess the extent to which play centres

contribute to pupils' understanding of the number concept and language at infant level at the three selected primary schools.

The Impact Of Play On Pupils' Understanding Of Number

Several reasons were advanced as regards the value of play in the education of young children with specific reference to mastery of number and language. In Zimbabwe the Director's circular Number 12 of 2005: 3 reads in part:

.....children learn through play hence the importance of play centres as opposed to formal teaching.

Thus according to the above referenced circular it is now mandatory to work and follow the prescribed educational philosophy as embedded in the broader national philosophy of Ubuntu which promotes the teaching of mathematics and science as per the Nziramasanga Report (1999). The general belief is that when children are taught concepts early in life, they are likely to understand them better as was the case in countries like Britain and America who implemented the Head Start after the Soviet Union had surprised them by launching the Sputnik Rocket in 1957. In a nutshell the introduction of ECD centres in Zimbabwe is an endeavor by the policy makers to align with the global trends. This study therefore strives to unpack the relevance of the new innovation against expenditure vested in it.

Learning which is consolidated through games gives children opportunities to practice mathematical skills and knowledge. Mooney et al (2003) argue that use of songs and rhymes encourage the learning of number names in order within an enjoyable and appropriate context. For instance, the rhymes one, two, three, four five, once I caught a fish alive, encourages learning the numbers in ascending order. It is therefore the mandate of this research study to explore the relevance of games played at ECD (B) centres and their impact on the understanding of the concept number at infant level.

Through play children can count objects which are perceptually similar which Gellman and Gallistel (1999) call the 'abstraction principle' which is fostered through rhymes and stories that encourage counting in sequence as playing games like snakes and ladders. The narrative above is evident enough to show that structured play with minimal adult intervention breeds positive and productive mathematical concept formation. Blackstone (1987) further asserts that play in a secure and safe environment with effective adult support, children can explore, develop and represent learning experiences that help them make sense of the world around them. Briggs et al (2003) aver that through play children can practice and build ideas, concepts and skills, children consolidate and increase their mathematical knowledge and skills such counting recognizing shapes and numbers.

Through play children can be alone, be alongside others or co-operate as they talk or rehearse the learnt concepts.

Pound (1999) posits that through play children take risks and make mistakes, these are contexts in which children work in during their mathematical learning as they progress throughout their primary schooling. Problem solving in Mathematics involves a great deal of risk and learning from mistakes. Being confident to take risks and learn from mistakes is an important part of a child's mathematical development. Being able to articulate anxiety and express fears within a supportive environment ensures that mathematical anxiety occurs less often to children (Pound, 1999). When children learn through play in controlled environments, they learn to control their impulses and the need for rules. An understanding for the need for rules is a vital first step in understanding mathematical concepts, especially in the early years of life.

This study sought to investigate the above claims through an analysis of ECD B pupils' learning experiences as a case study in the selected schools. Lindon (1996) argues that learning themes and displays in the environment help children to master and understand mathematical ideas of two- and three-dimensional shapes, position, size and quantity. When children put on construction equipment and draw up objects, they highlight particular mathematical ideas such as shape and relative size.

However, in sharp contrast to all the narratives above, Gelman (1999) argues that before children come to school, many would have learnt a range of number names, some consistent and accurate, and others less so. There is pessimism on whether play at kindergarten guarantees good mathematical understanding but other factors such as a conducive home environment. Dyanda and Musara (2000) also purport that the 'the stable principle' cited earlier on does not actually call for controlled plays as children acquire it naturally without adult intervention. The two authorities herein as cited above contradict all the literature on the pros of play as key in the mastery of number concepts. It is because of these disparities that this research study sought to prove or disapprove the above narratives with special reference to children's understanding of numbers at infant level in the selected schools in Zvishavane district schools.

The Value Of Play With Regards To Language Development

There has been much scholarly debates as regards the value of play on language development at kindergarten level. The major question being what values or benefits do children derive from play in terms of language development? Montessori (1965) aptly responds by pointing out that play is not aimless, purposeless or undirected, it is the child's attempt to feel comfortable and to be creative and innovative in a bid to change his world.

Play aims to improve a child's language. Play helps pupils to acquire and master language as children interact and try to make sense of the environment as long as it is rich enough to foster language development. This calls for play centres that are well furnished to cater for different aspects of language development.

There is acceptance that some assumptions of the curriculum consists of tacit beliefs such as the way pupils learn, the best way to teach and how it should be organized and the community and what it values (Posner, 1995). This may not be an exception to language acquisition in the teaching and learning at infant level particularly in their early formative years particularly when dealing with measures where they use comparative language. Briggs et al (2003) says that children describe shapes in play and that gives them the chance to use everyday language, alongside the development of mathematical vocabulary.

Play centres in the ECD (B) classrooms offer opportunities that develop language understanding and to that note when children use the seven forms of play in the infant classes they are accorded the opportunity to develop their language skills fully. Through play with each other, children communicate with each other as they investigate and solve problems. The communication in songs, stories, rhymes, role plays and guided plays help children to improve their language skills. Therefore one can conclude that language mastery is fostered through guided play in a free but secure environment. Gardener (1999) talks of the ecological theory which differentiates on how children play and organize their play setting. These settings help to improve children's listening span, interaction and language development if guided by adults. This is also supported by Morrison (2000) who proffers that play helps to develop children's communication skills effectively. It is therefore imperative for this research to prove whether the same is happening in the selected schools.

Findings and Discussion

The main purpose of this study was to assess the impact of the ECD (B) curriculum on pupils' subsequent understanding of number concepts and language development at infant level. The research findings were discussed as they relate to other research findings. On the impact of the ECD (B) curriculum on number and language understanding the researcher found out that there was a significant difference between the pupils who attended ECD B and those who did not. Pupils who attended ECD B tended to perform much better based on the aptitude tests administered by the researcher. The mean scores of the tests in numbers at grade one showed that former ECD B pupils had a mean score of 10.93 compared to 5.47 of the non- former ECD B pupils. A higher mean score indicates that former ECD B pupils were

high flyers academically. The researcher also analysed the results of the scores using the T-Test. The t-test results showed that there was a significant difference between the performances of pupils in the number concept. The calculated t-value of 4.517 exceeded the table value of 1.701 signifying a greater variance in the performances of the two classes in number concept. The results showed that ECD B curriculum has a strong relationship with the infant curriculum. A research by Dyanda and Musara also confirmed that pupils who attended ECD B performed much better than those who did not. The research participant also confirmed that pupils who attended ECD B were much more ahead of the non- former ECD B pupils. One participant T1 had this to say;

ECD B has lessened my teaching load as I just build on what pupils were doing in their previous grade. Let me hasten to say that ECD B has laid strong foundations for number concepts. Right now I have covered more content than I used to do in the previous years. This programme is really good for us. All my pupils who attended ECD B are now able to count much better than those non-former ECD B pupils.

The response above is clear testimony that the ECD B curriculum is key to the understanding of number concept at infant level. The findings are in line with the findings of Mugomba et al (2021) who found out that the rhymes, songs and riddles done at ECD B are key in the mastery of number concepts at later grades.

In the language concept the mean score for the grouped data for former ECD B pupils was 10.27 against 3 for the non - former ECD B attendees. The test results showed that former ECD B pupils performed better than non-former ECD B in language. The results showed that most of the pupils who did not attend ECD B failed the aptitude tests administered by the researcher. The results are in line with what Curtis (1998) found out in his research when he found out that former ECD B pupils were more competent in language mastery than their fellows who did not attend ECD B. The researcher also used the T-Test to compare the test scores. The calculated t-value of 6.103 exceeded the table value at 5% significance level. The results showed that there was a significant difference between pupils who attended ECD B and those who did not. The results also showed that there is a strong effect on attending ECD B and performance in the language concept. The results were further confirmed by Dhlamini(2007) who found out that pupils who did not attend ECD B had limited vocabulary unlike those who attended ECDB who exhibited maturity in language acquisition

most probably because of the high socialization during play. One the infant teachers T3 echoed that;

Pupils who attended ECD B have high level of maturity in terms of language mastery. Most if not all, former ECD B learners are able to express themselves fluently and are able to give clear narratives of their life experiences. There is a vast difference between former ECD B and the non- former ECD B, the later have challenges even in identifying body parts. The non -former ECD B pupils have challenges in expressing themselves in simpler languages like excusing themselves to the go to the bathrooms, they often soil themselves.

The response above demonstrates that there was a significant difference between those pupils who attended ECD B and those who did not in terms of language acquisition. The teachers felt that ECD B was a step ahead in preparing pupils for future learning as one the teacher, T2 said;

Most of my pupils who attended ECD B are a step ahead in terms language acquisition. The ECD B curriculum is working wonders in molding pupils towards the right path particularly in language development. You should appreciate that language is key in the learning of the infants. If you have no language then you cannot write. It is heart- warming to know that now I concentrate mostly on writing as most of them have the language.

The research findings indicated that the ECD B curriculum is key in sustaining language development which also helps pupils to learn concepts in language with ease at infant level.

At grade two level similar results were obtained where former ECD B pupils outpaced the non- ECD B pupils by a wider margin scoring a mean score of 12.8 as compared to 8.8 mean of the non-ECD B attendees. The t- test was also used to compare the results and there was a significant variance between the two groups in terms of number understanding. The findings confirm Dyanda and Musara's (2000) research findings that pupils who attended ECD B tended to perform better than those who had not. In his studies of Cotton Mill workers' children, Curtis (1998) also found out that those who had attended pre- primary education performed better than those who had not particularly in number concepts.

In language understanding at grade two level, the former ECD B pupils had a mean score of 14.2 compared to 6.27 of the non ECD B attenders. A higher mean indicated higher performance and a lower mean showed that non- former ECD B pupils did not perform well. The pupils' results were further compared using the T-Test. The calculated t-value of 5.98 exceeded the value table of 1.701 and the null hypothesis was then rejected at 5% significant level. The findings showed that former ECD B pupils were out performing their non-former ECD B acquaintances. Gwitima (2008) found out that pupils who attended ECD B tended to perform better than those who had not in terms of language understanding. One of the research participant a grade two teacher, T5 said,

Comparing former ECD B and non- former ECD B is just like comparing oranges and lemons, the two are incomparable as the former are miles ahead in terms of language articulation and mastery. The difference is noticeable even by non – ECD specialists teachers. Those who were not privileged to attend ECD B grapple with language and are always lagging behind. Several factors can account for the differences in performance. At ECD B pupils are exposed to a variety of objects which they interact with and in the process develop their language. Pupils also have ample time to mix with peers in play and the riddles and songs they engage in during guided play make them competent in language acquisition and understanding.

The narrative above from the research participant is enough evidence to show that play is key in fostering language development at infant level although they might be other factors related to maturation and teacher quality.

The researcher also found similar results at grade three where former ECD B pupils outwitted the non-former ECD B pupils in language with a mean score of 14.2 compared to a mean of 5.87. The results showed that attending ECD B had significant influence in the mastery of numbers. The results corroborated the findings by Sandra (2000) who studied children from the working class and found out that those who had attended the pre - primary education excelled in number than those who had not. One respondent T6 said;

It's of little value to compare the two in terms of language development. If you are lucky enough to visit the ECD B centres you will appreciate how rich it is in developing

language, the classroom itself speaks volumes about its ability to foster language development. You actually don't need anyone to convince you, you have to see and judge for yourself. The environment is conducive enough for pupils to learn on their own with minimum guidance from the teacher.

The response above bears testimony on how the preschool curriculum fosters language development at infant level.

In terms language understanding at grade three level, the test scores showed little variance at all. The two groups had almost the same mean scores and the calculated t- value had an insignificant difference between pupils who attended ECD B and those who did not. The pupils had improved and were at par with those who attended ECD B. This could be attributed to the play method used in the preceding grades. Pound (1999) also confirmed that in guided play with adult intervention, children develop their language fully.

Document analysis

The research study also sought to find out the similarities between the ECD B curriculum and the infant curriculum. The analysis of the syllabi were done to ascertain the extent to which the ECD B curriculum informs teaching and learning of number and language concepts at infant level. The documents analysis examined mainly the aims, the objectives, content and the suggested methodologies. The researcher analysed the mathematics syllabi first for both the ECD B curriculum and the infant curriculum. The ECDB Mathematics syllabus is almost similar to the one at grade 1. One respondent, T10 had this to say;

The concepts are built on a spiral concentric nature. In other words these concepts are built on what children would have done at ECD B. Therefore, concepts are built from simple to complex hence strong correlation between the two curricular. For instance in ECD B pupils count up to ten and in grade 1 they count up to fifty. At times some ECD B pupils can count up to 20 depending on the quality of the teacher and material resource at the particular school and caliber of learners.

The researcher also confirmed the spiral concentric nature of the syllabi. The ECD B syllabus encourages pupils through play to group objects on the basis of common characteristics, functions, size, shape and colour. The grade one syllabus aims to make children arrange numbers in order of magnitude and to relate numbers in the range to corresponding sets of objects. The same

also counts for the English syllabi which is also built from simple to complex. All in all, the ECD B syllabi is grounded on play as the main teaching method whereas at infant level play is blended with other teaching methods. The concept of the syllabi are arranged in a spiral form which means same concepts are repeated at different level but with increasing complexity. The concepts are arranged from simple to complex and play is prescribed as key in the teaching and learning with the teacher as a facilitator.

Conclusions and Recommendations

The research findings led to the following conclusions, firstly, ECD B curriculum has a strong impact on pupils' subsequent understanding of number and language concepts at infant level. Secondly, play is the chief method of teaching and learning in both the ECD B and infant curriculum. The study found out that pupils who attended ECD B performed much better than those who did not. The study further concluded that in as much as play is useful it is also hinged on teacher quality. Teachers should be well trained to be able facilitate play as a teaching method.

Based on the above conclusions the study made several recommendations to the Ministry of Primary and Secondary Education. The study recommends that the infrastructure in schools be re-modelled to accommodate the influx of the highly fragile and sensitive infants of ECD B classes. The government of the day is also challenged to fund the erection of modern day play centres that facilitate the teaching and learning of concepts at ECD B through play. The government should also take the responsibility of paying the para-professional that man schools rather leaving it to individual schools.

The government should train and in-service teachers for this noble innovation. Parents and all other interested stakeholders should be educated to accept the new innovation and support it financially and materially. The government of the day is also challenged to put in place a clear policy on the funding of ECD B centres. There should also be a cost sharing between the government and parents so that both would put value to the programme and its benefits. Also ECD B centres should be accessible by children from all walks of life as enshrined in the United Nations Children's Charter (1989).

All children must enjoy the privilege of the ECD B programmes as advocated by the new millennium goals. Lastly and more importantly, more researches should be done so that the stakeholders would see the programme with renewed lenses. Such aspects as social and emotional development of children and their impact on pupils' understanding of concepts at both ECD and infant level must be researched on.

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Chapter 10

Cost and Management Accounting techniques and profitability of Small and Medium Scale Manufacturing Enterprises in Zimbabwe

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Abstract

The purpose of this chapter was to assess cost and management accounting techniques and profitability of Small and Medium Scale Manufacturing Enterprises in Zimbabwe. The contention of the chapter is that there is concern about lack of exposure to Cost and Management accounting techniques among Small and Medium Scale Manufacturing Enterprises in Zimbabwe since there is no specific reference to the use of these techniques. In light of this problem, the chapter sought to explore the internal and external factors that hinder the effective use of Cost and Management accounting techniques among Zimbabwean Small and Medium sized manufacturing enterprises in Gutu Town. The major findings of the study are as follows: the adoption level of cost accounting techniques is still very low and they are still using traditional cost accounting techniques rather than adopting the modern cost accounting techniques; the size of firm and intensity of market competition significantly affects the adoption of cost accounting techniques; the use of particular cost accounting techniques depends upon specific contingent factors; there is a positive relationship between cost accounting techniques and profitability of SMEs; cost accounting techniques directly produce an improvement in the performance of the firms. The study recommends that management accounting practices should be adhered to if managers want to increase performance and that the government should put policies in SMEs that train and educate employees on the merits of applying costing techniques so as to enhance profitability.

Keywords: Zimbabwe, Cost and Management Accounting Practices (MAPs), Small and Medium Scale Enterprises (SMEs), Entrepreneurship

Cost and Management Accounting techniques and profitability of Small and Medium Scale Manufacturing Enterprises in Zimbabwe

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Introduction

The importance of SMEs as engines for economic growth in Zimbabwe cannot be over emphasized. Zimbabwe aspires to become an Upper Middle-Income Economy as outlined in its Vision 2030. Small and Medium Enterprises (SMEs) should be sustained as they play a major role in the modernization and industrialization of Zimbabwe's economy in line with the adopted Education 5.0. It is imperative that these SMEs embrace the use of Cost Management accounting techniques to drive the economy to a 'Prosperous and Empowered Upper Middle-Income Economy by the year 2030'. The informal sector in Zimbabwe provides employment and incomes to several people who would otherwise lack the means of survival. It is also a breeding ground for entrepreneurship and management expertise as well as skills development for many employees in the informal sector. However, there is concern over lack of exposure to cost and management accounting techniques among Zimbabwean SMEs since there is no specific reference to the use of the invaluable techniques.

The high failure rate of SMEs triggered the researcher's interest to carry out the study that unpacks and unveils the effects of the adoption and implementation of cost and management accounting techniques and performance of manufacturing SMEs. In Zimbabwe, this sector contributes 60% of Gross Domestic Product (GDP) (Reserve Bank of Zimbabwe, 2014). Thus, SMEs play a key role in stimulating economic expansion. In light of both their significant contributions and potentials, there is a growing focus on this sector by policy makers in most countries. management accounting tools for decision making.

SMEs operate in a Volatile, Uncertain, Complex and Ambiguous (V.U.C.A) environment that is more dynamic in terms of risk, markets and technological parameters. As such, risk of failure and collapse are prominent. Accordingly, this calls for a more efficient oriented business management through innovative planning as well as prudent resource allocation and appraisal systems (Dalberg, 2011). As this chapter shall highlight, the panacea to this business risk is the integration of and adoption of management accounting tools which are fit for purpose.

Despite the economic and social importance of SMEs, there seems to be lack of research efforts delving into cost and management accounting techniques

and performance of SMEs. An understanding of the positive relationship between cost and management accounting techniques and performance of SMEs; therefore, warrants investigation. A better understanding of the relationship between cost accounting techniques and performance of SMEs will result in the development of strategies and policies to accelerate the adoption of cost accounting techniques by SMEs in Zimbabwe.

Statement of the Problem

Small and Medium Scale enterprises in Zimbabwe face challenges such as poor performance (profitability) and low growth. (Nandan,2010 in Eferekiya (2016) highlighted that failure rate of SMEs has been traced to the underlying absence of management skills and techniques apart from the factors of poor financial accounting and non-access to finance. This study, therefore, sought to ascertain the impact of cost and accounting techniques on the performance of family-owned manufacturing SMEs in Zimbabwe focusing on SMEs in Gutu town.

Objectives of the Study

The goal of this study was to determine the impact of Cost and Management Accounting techniques on the performance of family-owned manufacturing SMES in Zimbabwe. Specifically, the study sought to:(i) Assess the adoption level of cost and management accounting techniques among SMEs participants in Gutu Town,(ii) Evaluate factors that affect the adoption of cost and management accounting techniques in SMEs in Gutu Town, (iii) Determine the extent to which cost and management accounting techniques affect performance of manufacturing SMEs in Gutu Town

Statement of hypotheses.

The following hypotheses buttressed the study :

Ho: There is no relationship between employment of cost and management accounting techniques and the performance of manufacturing SMEs

Hi: There is a relationship between employment of cost and management accounting techniques and the performance of manufacturing SMEs.

Theoretical Framework

The theory that informed this study is the Contingency Theory. Contingency Theory is often called the “it all depends” theory, because when you ask a contingency theorist for an answer, the typical response is that it all depends (Tabitha and Ogungbade, 2016). Kariuki and Kamau (2016) explain that Contingency Theory is founded on the principle that there is no generally suitable accounting system which applies equally to all organizations in all circumstances. Each enterprise will have its own management accounting

practices that best suit its conditions and that depend on the contingencies of the situation.

Conceptual Framework

Independent

Variable

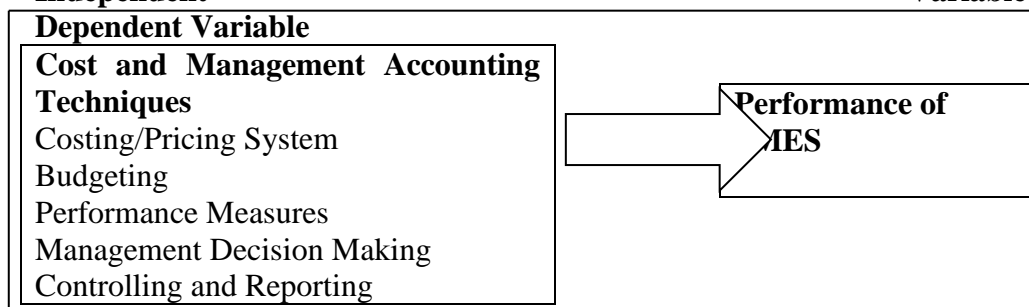


Figure 1 The conceptual Model

Source: Gnawali, A. (2017)

The above conceptual model identified five independent variables (Cost and Management accounting systems) used in this chapter to explain the variance in performance of SMEs. These five variables are: budgeting and planning; controlling and reporting; performance measures; decision making system; costing system. Literature related to the research problem has shown a positive relationship between cost and management accounting systems and organizational performance. In this conceptualized model, management accounting practices (costing system, budgeting, performance evaluation, information for decision making and controlling and reporting) are the predictor variables while business performance of informal business enterprises SMEs is the single outcome variable (Maziriri and Mapuranga, 2017). The literature reviewed has further indicated that the costing system, budgeting and planning, performance measures, management decision making and controlling and reporting influence the business performance (Gnawali,2017). The literature has equally shown a positive relationship between cost and management accounting systems and organizational performance.

Literature Review

This section has been grouped into conceptual and empirical reviews. Each is treated separately and linked to the research study.

Conceptual Review

Nature of SMEs and their cost accounting needs

The majority of SMEs still practice traditional Management Accounting Practices. The use of advanced Management Accounting techniques is minimal (Sumkaew, Liu, and McLaren, 2012). The use of advanced Management Accounting Practices in developing countries is still very low, probably due to lack of knowledge on the benefits of Management Accounting Practices in businesses (Azudin and Mansor, 2017). On the other hand, Zotorvie (2017) found out that the majority of family-owned SMEs do not keep proper accounting records pertaining to their business and cannot; therefore, determine the profitability or performance of their businesses. However, some SMEs keep records of their businesses using the chapter-based method. The latter cluster of SMEs maintains files of invoices, receipts and cash books. Also, in most cases, owners who are also managers are in charge of the recording business; the business transactions and only a few SMEs employ the services of accountants or even consultants (Zotorvie, 2017). Some small entrepreneurs lack the cost and management accounting techniques.

Managers use cost accounting information to make decisions related to strategy formulation, research and development, budgeting, production, planning and pricing among others (Oseiufah, 2014). Pavlatos and Kostakis (2015) argue that the new economic environment mainly triggered by the global economic crisis imposes the need for the adoption of cost accounting techniques to respond to the dynamics of the market. Thus, the utilisation of cost accounting techniques by SMEs is essential to improve business. SMEs performance has been repeatedly claimed to be connected with their incapability to exploit proper cost accounting techniques (Lucas et al, 2013).

The techniques can be either traditional cost accounting techniques or modern management accounting techniques (Ekibatani, 2008). Consequently, there are techniques in SMEs, which should be practiced because the information provided may strengthen the managerial aspects of the SMEs. Even though cost accounting techniques are perceived to be more beneficial for larger organizations due to the nature of their complex operations, its usefulness on SMEs should not be disregarded.

Empirical Review

Cost and management accounting techniques and SMEs' performance.

Performance evaluation is based on financial and non - financial measures. Financial performance is the level of profit that represents successful achievement of competitive advantage (Noordin, Zainuddin, Mail, & Sariman, 2015). The financial measures can also include sales growth, operating profit and cash flow growth rate. On the other hand, non-financial

performance is the superiority achieved compared to competitors in terms of cost advantage, quality, delivery schedule, sales volume, market share and in terms of product innovation (Noordin et al, 2015). It is; therefore, crucial for SMEs to have financial and non –financial information relating to the cost of acquiring or using the resources of the organisation as it is a long standing and inevitable part of every business. AlKhajeh and Khalid (2018)'s research on the impact of Management Accounting Practices (MAPs) on Small and Medium Enterprises business performance within the Gauteng Province of South Africa established that MAPs have an impact on the business performance of SMEs, and hence, it is very important that MAPs are implemented by SMEs for achieving success.

The study also revealed that Costing system has a positive impact on the performance of the organization and that an increased involvement in the costing system has the ability to improve the performance of the organization. The research validated that the MAPs have an impact on the performance of an organization and that an increase in the usage of these MAPs has the ability to increase the performance and productivity of the organizations. AlKhajeh and Khalid (2018) concluded that the MAPs have an influence on the performance of SMEs and efforts should be taken by SMEs to adopt and implement MAPs to improve the overall performance and compete in the economy.

Maziriri and Mapuranga, (2017) carried out a research on The Impact of Management Accounting Practices (Maps) on the Business Performance of Small and Medium Enterprises within the Gauteng Province of South Africa. Their findings demonstrate that the costing system has a positive impact on business performance and; in addition, high involvement in costing system enhances business performance. These results were in line with a study conducted by Elhamma and Zhang (2013) which noted that a costing system such as activity-based costing results in better performance for enterprises.

Research methodology

Research Design

The study used a descriptive research design. The quantitative research approach deployed in this study applied a 5-point Likert scale questionnaire and interviews as instruments for collecting data. The Statistical Package for the Social Sciences (SPSS), version 18.0, was used to analyse data. Analysis of the findings took the form of tables and figures. The population of the study was 171 and consisted of owners, managers and accounting personnel of the manufacturing Small and Medium scale enterprises in Gutu Town. The researcher used the stratified random sampling technique to choose a part of the larger population for study. The stratified random sampling was

appropriate for this study because the population under consideration contained well defined groups or sub populations (strata) and these are (i) furniture making, (ii) metal fabrication and (iii) clothing making SMEs. A random sample of 80 participants drawn from the strata was used.

This study employed the descriptive design which describes what people see. A descriptive research design involves the study of a limited number of cases with a view of drawing up conclusions that cover the generality of the whole group. The descriptive survey method was used because of its ability to accommodate a large number of respondents through its research instruments, the questionnaire and interviews.

Research Population and Sample

The target population for this study was 171 which comprised owners, managers and accounting personnel from furniture making, metal fabrication and clothing manufacturing SMEs.

Table 1: Target Population and sample size

Organisation	Target Population	Sample Size
Furniture Making	45	29
Metal Fabrication	75	47
Clothing Manufacturers	51	32
Total	171	108

Source: (Sifile, Susela, Mabvure, Chavunduka and Dandira, 2014)

The sample size for the study comprised 108 respondents. The researcher then distributed a questionnaire to the 108 respondents. The researcher then interviewed ten owner-managers who were not part of the questionnaire respondents.

Sampling Technique

The researcher used the stratified random sampling technique to choose a part of the larger population to be studied. Since it was not possible to measure the whole target population, a sample of SMEs was drawn using stratified random sampling. The researcher opted for this sampling technique to give each of the SMEs in each category a proportional chance of being selected into the sample and; thereby, ensuring representativeness. Simple random sampling was then used to draw the sample from each discrete stratum. The sample was stratified according to what they manufactured.

Research Instruments

The researcher used a questionnaire and interviews as tools for gathering data for this study. A 5-point Likert scale questionnaire was administered to solicit the much-needed data. In the *likert type scale* a set of statements were presented to each of which the subject had to respond in terms of one of the following categories: *Strongly agree, Agree, Neutral, Disagree and Strongly disagree*. The questionnaire was easy to use to obtain the data which the researcher wanted from the participants as the respondents just placed a tick on one of the several provided possible answers.

Ethical Considerations

The individual participants' identities are not highlighted in this study. The participants did not write their names or names of their organisations on the questionnaires administered. Secondly, the participants had the right that their answers be confidential as no one would know who completed which questionnaire. Lastly, the participants had to know what the research was all about and, equipped with this information, the subjects had to make a decision whether to participate or not.

Data Collection Procedure

The researcher physically distributed the questionnaire documents and collected them from the respondents. The researcher also moved around the sampled population interviewing different intended respondents.

Data Analysis and Presentation

The data processing was done immediately after collection. Data from the administered questionnaire was coded and logged in the computer using Statistical Programme for Social Science (SPSS) to run simple descriptive analyses so as to obtain reports on the status of data. SPSS was capable of handling large amounts of data and could perform all the analyses required. Quantitative data was presented in the form of tables and figures, making use of frequencies and percentages.

Data presentation, analysis and discussion

The goal of this study was to determine the impact of Cost and Management Accounting techniques on the performance of family-owned manufacturing SMES in Zimbabwe, focusing on SMES in Gutu-Town.

Findings

Research objective one sought to assess the adoption level of cost and management accounting techniques among SMEs in Gutu Town. 40% of respondents disagreed that cost and management accounting techniques are

fully adopted at their organizations whilst 42.5% were neutral and 17.5% agreed. The results are in line with Nadan, (2010) who pointed out that there is slow adoption of modern management accounting techniques by many organizations, mostly SMEs; this has led to the diminishing relevance of management accounting as a vital aid to managerial decision –making. From the responses, the researcher found that cost and management accounting techniques are still very low among SMEs.

The results also revealed that budgetary control is a prevalent strategic management accounting practice adopted as it has the highest mean adoption score of 4.41 than the midpoint of the other standard costing (4.15); JIT (3.52); Absorption costing (3.97); target costing (3.68) and ABC (3.01). The results are in line with Saayda and Khatatneh (2014)'s study on the level of adoption of some recent cost management tools and the perceived effect on the performance of Jordan manufacturing companies found that the tool that faces the greatest difficulty in terms of adoption is Target Costing followed by Activity Based Costing. Also, Ahmad (2017) carried out a study on The Implementation of Management Accounting Practices and their relationship with performance in Small and Medium Enterprises and found out that financial budgeting received high attention by respondents. The results; therefore, reflect that cost and management accounting techniques are being practiced by SMEs although at a lower level.

Research objective two sought to evaluate factors that affect the adoption of cost and management accounting techniques in SMEs in Gutu. There were 36.25% of the respondents who strongly agreed and 36.25% agreed that market competition affects the extent of use of management accounting practices, whilst 27.5 % disagreed. James (2013) points that as competition increases, a more reliable management accounting information is likely to be needed by the firms to compete effectively and avoid planning based on erroneous information when making decisions. Also, Temtime (2003), cited in Nyamwanza (2014) points that intense competition has made continuous planning and quality improvements prerequisites for the survival not only of large firms, but also for the SMEs. Thus, the results show that market competition affects the adoption level of cost and management accounting techniques.

There were 51.3% of the respondents who agreed that the educational background and professional experience of the owner-mangers /decision –makers have an effect on adoption of cost and management techniques and 48.8% strongly agreed. Haldma and Laats (2002), in Olaiwola (2015), claimed that a shortage of qualified accountants may serve as a barrier to the wider application of modern management accounting techniques. This was also supported by a study by Nimtrakoon and Tayles (2015) who indicated

that while respondents perceived management accounting techniques as beneficial, they did not adopt them due to lack of expertise to implement.

There were 58.75% of the respondents who strongly agreed that the nature of the firm's operation and the extent to which these afforded a predictive model affects the adoption level of cost and management accounting techniques, while 25% agreed and 16.25% were neutral. Sine and Krisch (2006) supported this, as they argued that management accounting techniques differ in organizations because of uniqueness in their operations and environment. Organizations with a high percentage of fixed overheads (direct and indirect) tend to be more attracted to ABC, such as service industries (Sartorius et al, 2007).

The size of the firm has an influence on the use of management accounting techniques as 71.25% strongly agreed and 28.75% agreed. Kamilah (2012) argued that the size of a firm affects the way in which control systems are utilized. Larger organizations have resources to adopt more sophisticated management accounting practices than smaller organizations (Olaiwola, 2015). The findings led the researcher to conclude that larger firms have greater total resources, and better internal communication systems that facilitate the diffusion of cost accounting techniques as compared to SMEs.

About a third, or (35%) of the respondents strongly agreed that the operating environment affects the extent of the adoption and uptake of cost and management accounting techniques and 65% agreed; no respondents disagreed or strongly disagreed. In such an operational environment that is more dynamic in terms of risk, markets and technological parameters, there is need for a more efficient oriented business management through innovative planning as well as prudent resource allocation and appraisal systems (Dalberg, 2011). Nyamwanza (2014) added that lack of resources could affect SMEs' ability to adopt concepts; they might; therefore, fail to deal adequately with the changes in the environment, as their focus might be mere survival rather than reacting to changing markets as dictated by customers' needs and they could be ill-equipped to deal with an environment that is subject to major changes; accordingly, this affects their ability to formulate and implement strategies. The results show that the operating environment affects the extent of the use of cost and management accounting practices.

The results showed that size of firm heavily affects the use of cost and management accounting practices as it has the highest mean of 4.7. This was in line with Haldma and Laats (2002) who demonstrated consistently that a firm's size affects the use of cost accounting techniques on businesses organisation. In order of the mean, it is followed by advanced technology and educational background of owner managers with a mean 4.5

each; external stakeholder requirements and the nature of the firm's operation with a mean 4.4 each; and, participation of the owner manager with a mean of 4.1. The size of the firm and advanced technology does have greater influence on the use of cost and management accounting techniques. Research objective three sought to determine the extent to which cost and management accounting techniques affect performance of manufacturing SMEs in Gutu Town.

Table 2: Descriptive Statistics: Mean for performance measures

	N	Mean
Financial measures	80	4.2500
Sales growth		
Operating profit	80	4.1000
Cash flow growth rate	80	4.1500
Non-Financial measures		
Product quality	80	4.2875
Level of productivity	80	4.4000
Valid N (list wise)	80	

Source: Raw data (2024)

From the data presented above, it can be seen that the mean of performance measures are almost the same which shows that all the variables are important on measuring performance. On financial measures, sales growth has the highest mean of 4.25, followed by cash flow growth rate (with a mean of 4.15) and; lastly, operating profit (with a mean of 4.10). On non-financial measures, level of productivity has the highest mean of 4.40, followed by product quality (4.3). Maduekwe (2015) conducted a study on the use of management accounting tools by small and medium enterprises in cape Metro pole, South Africa and concerning pricing tools, which noted that the sampled SMEs employed both financial and nonfinancial measures. Among the most popular financial performance measures used by order of frequency included were sales growths, cash flows, operating income, net profit margin and; lastly, return on investment. The non-financial performance measures used by order of frequency included product quality, level of productivity, staff competency rate and average hours of employees' training. The results revealed that among the financial measures used in

order of their mean sales growth, cash flow growth rate and operating profit are measures of performance; also, level of productivity and product quality are non-financial measures of productivity.

Table 3: Correlations for cost and management accounting techniques (aggregate and segregate) and performance

Correlations for cost and management accounting techniques (aggregate and segregate) and performance								
Variables	1	2	3	4	5	6	7	8
CMAT-Aggregate	1							
CMAT-Costing systems	0.12*	1						
CMAT-Budgeting	0.55**	0.03	1					
CMAT-Performance measures	0.59**	-0.04	-0.33	1				
CMAT-Management decision making	0.42**	-0.12	-0.02	0.12**	1			
CMAT-Controlling and reporting	-0.02**	0.61**	0.45	0.16**	0.35**	1		
Performance-Financial measures	0.48**	0.52**	0.56**	0.51**	0.38**	0.52**	1	
Performance-non financial measures	0.52**	0.47**	0.61**	0.67**	0.41**	0.63**	0.74**	1
Mean	42.65	5.88	10.4	8.61	4.76	13.01	4.51	4.16
Standard deviation	2.39	0.34	1.33	1.25	0.55	1.03	0.29	0.54

*p<0.05; **p<0.01

Source: Raw data (2024)

Details of correlations among the variables are given in Table 4.28 above. From the output, correlation coefficient confirms that cost and management accounting techniques have positive association with financial performance,

with $r=0.48$ ($p<0.01$). Hence, the results are in line with the literature. The results also confirm that at a segregate level, the five sets of attributes are positively associated with financial performance with $r=0.52, 0.56, 0.51, 0.38$ and 0.52 . The correlation coefficient confirms that cost and management accounting techniques have positive association with $r=0.52$ ($p<0.01$), also supporting literature reviewed and the findings. The results also confirm that at a segregate level, the five sets of attributes are positively associated with non-financial performance with $r=0.47, 0.61, 0.67, 0.41$ and 0.63 . To summarize both at aggregate and segregate level (all five sets of attributes on Cost and management accounting techniques, viz., Costing/Pricing System, Budgeting, Performance Measures, Management Decision Making and Controlling and Reporting) have been found to be strongly associated with the two sets of attributes on performance, viz., financial and non-financial measures.

Conclusion

It can be concluded that the adoption of cost accounting techniques within the SMEs is still very low and that SMEs are adopting simplistic cost and management accounting techniques and that there is slow adoption of modern management accounting techniques by many organizations, mostly SMEs. This has led to the diminishing relevance of management accounting as a vital aid to managerial decision-making.

The study also concluded that budgeting systems are used within the SMEs manufacturing firms. To summarize, the researcher established that the sales budgets are widely prepared compared to other budgets. The results led the researcher to conclude that zero based budgeting are rarely prepared as compared to other types of budgets. The responses led the researcher to conclude that annual budgets are widely used compared to other budgets as it is the one with the highest mean.

The researcher also concluded that competition impacts the adoption as perceived by virtually all responding firms and also that educational background and professional experience of the owner-managers / decision makers affect the adoption of cost accounting techniques. The study seems to confirm that the nature of the firm's operations and size of the firm affect the adoption of cost accounting techniques. Therefore, this study suggests that advanced technology affects the adoption of cost accounting techniques. It was discovered that cost accounting techniques can enhance sales growth. Consequently, the aspect of this study appears to approve that cost accounting techniques enhance operating profit. The researcher concludes that cost accounting techniques can enhance cash flow growth rate. From the findings the researcher concludes that cost accounting techniques enhance product quality as well as level of productivity. From the findings the

researcher concluded that there is a positive relationship between employment of cost and management techniques and the performance of manufacturing SMEs. Cost and management accounting techniques have improved financial performance through utilization of resources. The correlation coefficient confirms that cost and management accounting techniques have a positive association with $r=0.52$ ($p<0.01$). Consequently, the study concludes that managerial accounting tool and techniques can provide important information for the decision-making process. From the findings, the researcher concludes that all techniques cannot suit at a single organisation.

Recommendations

First, SMEs should use costing techniques that are most suitable for their environment. They should consider level of technological advancement, size of the company, stage of the product and culture. Second, SMEs should only adopt those techniques that have practical basis and that their competitors have successfully adopted. Third, the study recommends that the government should put in place policies in SMEs that train and educate employees and owners on the merits of applying costing techniques so as to enhance profitability

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Chapter 11

Vocabulary Attrition Among Selected Yoruba/English Bilingual Secondary School Students In Ibadan, Nigeria

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Abstract

Language attrition among Yoruba/English bilingual secondary school students, especially in the southwestern part of Nigeria, has recently gained more scholarly attention. This chapter, therefore, examines the numeral system (NS) and vocabularies in Yoruba and English of selected secondary school students in Ibadan metropolis. Three hundred students were purposively selected across twelve schools in Ibadan metropolis. Copies of questionnaires containing specific numeral figures and vocabulary in the Yoruba language and English language were purposively used to test the students' knowledge of different aspects of Yoruba language vocabulary and the numeral system. Each of the respondents was implored to attempt the questionnaire to drive the study. This research, therefore, adopts Paradis's (1985) *Activation Threshold Hypothesis* and Herdina & Jessner's (2002) *Dynamic Model of Multilingualism* as its data analysis. Findings reveal that the Yoruba language suffers some decline among the sampled respondents. It reveals a progressive decline in learning and mastery of the Yoruba language, which manifests at the vocabulary level, with multiple effects on errors of over-generalization, usage of inappropriate words in specific contexts, loan words and others. Also, the study shows that respondents need more knowledge of numeral figures in the Yoruba language. Poor performance in the Yoruba language among the respondents is traceable, mainly due to a lack of exposure in the early years to qualitative Yoruba language learning. The study recommends long-term intervention of the Yoruba language with Yoruba language competition as a model for language revitalization strategies to prevent the Yoruba language from gradual or permanent extinction.

Keywords: Nigeria, Yoruba Language, Language Attrition, Bilingualism, Yoruba Vocabulary, Yoruba Numeral System

Vocabulary Attrition Among Selected Yoruba/English Bilingual Secondary School Students In Ibadan, Nigeria

By

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Introduction

Language is an essential instrument for identifying people and their worldviews. Language is critical in all areas of man's life. Language serves to communicate man's social, religious, customs and culture in his society. Fadoro (2007, p. 6) posits that more societies are multilingual. The diffusion of the English language to blend with the indigenous languages worldwide has led to the endangerment of the indigenous languages. The loss of one's mother language is like cutting away one's mother throat and it is a disheartening event. Language attrition has become a significant concept calling for scholarly interest due to the phenomenon of language contact. Enwere and Uchamma (2005, p. 89) argue that many indigenous languages have been shifting because of low usage.

Enwere and Uchamma (2005) further assert that some of the Indigenous Nigerian languages "are at various levels of possible extinction". They maintain the earlier claim because some of the indigenous Nigerian languages have low patronage from their native speakers in a multilingual and multicultural system. To buttress Enwere and Uchemma's view, Lauren (2006) further states that most bilingual and multilingual communities have a primary dominant language. He does not subscribe to the idea of balanced bilingualism because a bilingual will be more proficient in one language than the other. Therefore, this study looks at the numeral system (NS) and vocabularies in Yoruba and English languages of selected secondary school students in Ibadan metropolis through the approach of the activation threshold hypothesis and the dynamic system of languages.

Statement of the Problem

The loss or declining in use of a native language is often a sad and disturbing experience. Sociolinguistics and bilingualism researches, particularly, studies relating to language attrition across the world, have been carried out by scholars. From the perspectives from which their works have been investigated, study still needs to be carried out on the unnoticed disintegration of the lexical structure of the Yoruba Language among Yoruba/English bilingual children in secondary school, which is the focus of this study. There is need to investigate the linguistic lexical level where

attrition has significantly manifested itself in the Yoruba language among the respondents. This, this study aimed at investigating vocabularies attrition among the selected Yoruba/English bilingual secondary school students in Ibadan, Nigeria.

Objectives of the Study

The specific objectives of the study are to:

1. explore the numeral system of Yoruba and English of the selected Yoruba/English bilingual secondary school students in the Ibadan metropolis, Nigeria.
2. examine the lexicon level of attrition of Yoruba language among selected Yoruba/English bilingual secondary school students in the Ibadan metropolis, Nigeria.

Research Questions

The following research questions drive the study:

1. What is the level of attrition in the numeral system of Yoruba and English of the selected Yoruba/English bilingual secondary school students in the Ibadan metropolis, Nigeria?
2. How does the lexicon structure of the Yoruba language exhibit its impact on the lexicon attrition of Yoruba among the selected Yoruba/English bilingual secondary school students in the Ibadan metropolis, Nigeria?

Review of Related Literature

Language Attrition

Yagmur (2004, p. 136) posits that language attrition is "the gradual loss of competence in a given language". Depending on this view, this argument does not account for the degree of damage or at what levels attrition significantly manifests in the language. In Pavlenko's (2002) submission, language attrition is a shift from L1 to L2 in a specific community. Pavlenko (2002, p. 47) says, "it is the move away from L1 structures or values to approximate L3 structures or values". Baladzhaeva (2022) sees language attrition as the ingrained issues of language contact of dynamic relationships among languages, moving the L1 to low proficiency. This submission has an impact on various language domains.

Grimes (2013) states that language shift is one of the main reasons for language attrition. He further explored language shift as the cause of artificial disasters, migration, war, national language policy, negative attitude of the native speaker and westernization of the speaker. Recently, Fridman and Meir (2023) commented that language attrition studies have consistently projected that exposure of L1 to L2 may eventuate to cross-linguistic influence (CLI). Depending on their view, the features of L2 affect the L1 in

aspects of syntax, phonology, semantics and vocabulary. Micheal (2013, p.1) asserts that external factors like war and national disaster have destroyed some speech communities. In Addition, the low intergenerational transfer of mother tongue from parents to children has a critical role in the declining use of indigenous languages.

Furthermore, a study by Kuju (1999) showed that several languages with many thousands of speakers are no longer transferred to their children; at least an average percentage of the languages in the world are now losing native speakers and, at the same time, remained endangered languages (Kuju, 1999). The poor reaction of the native speakers may also make a native language dormant while the other preferred language becomes the dominant language, which may result in attrition. Emananjo (1999, p.79) asserts that "a robust environment begets and propagates a robust language. A deficient, deprived, dislocated and distressed environment begets, encourages and sustains a language that is in danger of disappearing". Emenanjo concludes with "a cause and effect" or "stimulus-response" connection between language and environment.

In the same perspectives, Brenzinger and de Graaf (2006, p.3) categorized the factors responsible for language attrition into two groups (external and internal factors). Language attrition may result from external factors like war, economic, cultural subjugation, educational deprivation and religion, or internal factors like the speaker's negative attitude towards their mother tongue. To Brenzinger and de Graaf, language attrition has nothing to do with the small population of speakers of a language, if not their poor attitude towards the language and low language maintenance machinery and processes to absolve their language.

Omeye (2005, p.203) comments that the realization of the English language by the Nigerian Federal Government as the national or official language is the main challenge and killer of Indigenous languages. Lyam-Yisa (2012, p.56) attributes the decline in the use of native language to the "increased contact among formally isolated human societies". He believes that language contact is the ultimate cause of language attrition. The old language is definitely in danger whenever a new language is attracted. However, from the earlier views on language attrition by scholars, it is clear that all the factors and agents raised have been affecting the intergenerational use and transfer of the Yoruba language to the younger generation, and this has gradually evolved into language attrition.

Yoruba Language Attrition among Yoruba Children in Nigeria

Scholars believe that Nigerian children whose mother tongue is Yoruba language have challenges using their mother tongue due to language contact with the exogenous language (English language and thereby) suffer

protracted loss of their L1 language skills. Fabunmi and Salawu (2005) assert that attrition occurs among children who are less likely to perform in their native language. They subscribe that parents want their children to speak and learn English for social acceptability and recognition. Their claim on the attrition of the Yoruba language among the children shows the negative attitudes of parents, which contributed to the damages in the excuse of civilization. Similarly, Adeleke (2018) submits that parents are the key influencers of attrition by communicating with their children in English at home, which also serves as the language of instruction within the school environments.

The study states that children function in the Yoruba language within a short time and Yoruba is taught as a subject in school for only a week. In terms of the level of damage, attrition often occurs among elites who refuse to communicate in the Yoruba language with their children for social integration. Omamor (2003, p. 20) states that "national education policy promulgated in 1977 says that children shall learn in their mother tongue or the language of their immediate community in the first three years of primary school system...". These language policies were just made and need more appropriate implementation, rather more prestige is associated with English as the official language.

Balogun (2013) states that most children do not have Yoruba language as their first language though it is their mother tongue. Most Yoruba-English speakers in the Yoruba environment are often first exposed to the Yoruba language in schools, resulting in their weak performance. In Addition, the code-mixing of Yoruba and English, which was added most recently, also engendered attrition among the children. Fakuade, Olutoye, and Friday-Otun (2018), in their study of the language contact scope, explore the language contact scope in the minds of bilinguals by accounting for various attrition levels. The findings show lexical attrition of loan words and literal translations among the Yoruba-English bilingual junior secondary schools in Ilorin. The children used lots of lexical borrowing from the English language and adopted substitution while using related words for specific native words because such substituted words share almost the same semantic characteristics.

Methodology

Words and numeral figures in the English language and Yoruba language were purposively selected as the data for the study to test the vocabulary knowledge of the selected respondents. Copies of the questionnaire containing the purposively selected words and numeral figures in English and Yoruba languages were administered to the final-year students of selected senior secondary schools. This is based on their age brackets and

class, in which they should have mastered the rules of their indigenous language systems. Three (3) local government areas were chosen from the existing eleven (11) local government areas (LGA) in Oyo state because of the accessibility of the selected LGAs and the time factor. These comprise both public and private schools to make the findings representational. The respondents' feedback was scrutinized through the use of the Activation Thresholds Hypothesis (ATH) by Michel Paradis (1985) and was combined with the Dynamic Model of Multilingualism (DMM) by Herdina and Jesness (2002).

Theoretical Framework

This study was anchored on the Activation Thresholds Hypothesis (ATH) by Michel Paradis (1985) and was combined with the Dynamic Model of Multilingualism (DMM) by Herdina and Jesness (2002). Paradis (2004) asserts that the Activation Thresholds Hypothesis (ATH) projects language use as the utmost instrument in language maintenance and rebirth. Thus, it predicts that language shift results in language attrition. Language is obtained by raising its activation threshold of it.

Paradis (2004) admits that the inhibition is never complete since it has been shown that the non-selected language may interfere with specific tasks. However, its activation threshold is sufficiently raised to prevent interference in spontaneous speech under "normal" conditions without preventing comprehension of the non-selected language (which is an essential condition for simultaneous interpretation). Since inhibition is seen as a matter of degree, borrowing items from the non-selected language or switching languages may be possible (Paradis, 1993, p.141).

The degree of inhibition depends on the communicative habits of the bilingual in terms of language mode (Grosjean, 1998). Hansen (1999) suggests that length of exposure contributed to good retention of a language rather than the already attained proficiency in a language. Kopke and Schmid (2004) state that attrition can come to reality if there is low accessibility in regards to lack of language use. The application of ATH shows its relevance to this study.

DMM was employed along with ATH in this work because of its flexibility in flowing with the study by accounting for the dynamic language system in multilingual environments. A dynamic model of multilingualism identifies that language development in a multilingual system is attributed to changes in quality, stability, complexity, responsibility, non-linearity and interdependence. Change of quality means that proficiency in a language is dynamic and not static; this proficiency may fluctuate by rising or declining. The decline in quality may be stopped or reversed by allocating more attention to the language; an abandoned language turns to a deterioration

process and vice versa. In the same view, Baladzhaeva (2022) argues that linguistic diversity remains fortuitous not because of low input quantity but because of the quality assigned to it. A multilingual language system is a complex dynamic system that entails other sub-systems like morphology, syntax, and phonology. All these sub-systems around the complex system connect between themselves and their environment. Herdina and Jessner (2002, p.86) state that these sub-systems are in a process "of constant adjustment to the changing environment and internal conditions aiming at maintenance of a state of (dynamic) balance."

Description of the Data

The data used for the analysis are described as data A and data B below:

Data A: The English language and the Yoruba numeral figures were chosen for the analysis. Numerals one (1) to thirty (30) were used in the analysis and examined using the ATH and DMM hypothesis. Recognizing the unique numeral structures of the English language and Yoruba language numeral systems directly was not pointed ahead. For this reason, the researchers grouped these numerals into simple/basic numerals to foreground the confusion and errors of Yoruba numerals by the respondents

Data B: The purposively chosen words for this section are *school, fan, travel, flower, blade, television, chalk, vehicle, pole, and bed*. We are concerned with the deviation of the English and Yoruba language lexemes.

Data Analysis and Discussion

Basic Numerals in the Yoruba Language

The Yoruba language numeral systems have unique numeral structures peculiar to its speakers. This peculiarity is the bi-syllabic word character and mathematical character of Addition and subtraction at the basic numerals. The Yoruba language numerals have bi-syllabic words as the basic numerals, these basic numerals are numeral one (1) through numeral ten (10) as presented below:

(A) Standard Yoruba Numerals Cardinal Numerals	English Numerals	Yoruba
Ení	one	
Oókan		
Eéjì	two	
Méjì		
Èḗta	three	
Méta		
Èḗrin	four	
Mérín		
Aárùn	five	
Márùn		
Èḗfà	six	
Méfà		
Eèje	seven	
Mèje		
Eèjo	eight	
Mèjo		
Èásàn	nine	
Mésàn		
Èḗwàá	ten	
Méwàá		

Complex/Secondary Numerals through Addition and Suffix "La" in Yoruba Language

Complex or secondary numerals are generated through the combination of the basic numerals with the introduction of the suffix "*la*" below (**B**); the Yoruba complex numerals from eleven (11) to fourteen (14) have the suffix "*la*" immediately after the basic numerals that serve as the headword. The addition system of the suffix "*la*" in Yoruba numerals aids the competence of the respondents in **B** below:

(B) Yoruba Language Numerals

Okan + la = * <i>Okanla</i>	One + teen/ten = 11
Me-ji + la = * <i>Mejila</i>	Two + teen/ten = 12
Meta + la = * <i>Metala</i>	Three + teen/ten = 13
merin + la = * <i>Merinla</i>	Four + teen/ten = 14

From the above examples, numerals from eleven (11) through fourteen (14) are simple to assimilate by the respondents because the suffix "*la*" in Yoruba language is "teen" in the English language. The Addition of Yoruba language numerals is followed by "*la*" to generate derivational numerals. Meanwhile,

a similar pattern is not observed in numerals from fifteen (15) to nineteen (19) in the Yoruba language because these are derived through subtraction and not Addition. Unfortunately, the respondents overgeneralized the addition system/pattern. This is contrary to the result in *section A*, where it is deduced that the English language numerals, which are essential, are monosyllabic words.

In contrast, the Yoruba language uses bi-syllabic words. These numerals are single lexemes. Data revealed that respondents are sound in the basic numerals of the Yoruba language based on their structural pattern, which is not realized through Addition and subtraction. According to Paradis's *Activation Hypothesis Theory*, if a language is some distance away from the activated threshold, the concerned linguistic elements will be affected, and it will establish forgetfulness. In the data above, the respondents' level of English proficiency showed a higher activation threshold because some respondents exhibited a lack of knowledge of the basic rudiments of the Yoruba language as a result of their reliability in their contact with the English language.

Overgeneralization of Secondary/Complex Numerals through the use of Addition in the Yoruba Language

The realization of numerals 11, 12, 13, 14, 21, 22, 23 and 24 is achieved by combining the basic numerals plus additive markers "*la* and *le*" in Yoruba Numerals. This reflects the mathematical character of Addition and the use of morphological methods. Based on the nature of the English language numerals with teen (fourteen, fifteen, sixteen, seventeen, eighteen and nineteen), it is deducible that "*la*" is teen and respondents transferred the intuition in Yoruba numerals 11 - 14 to 15 - 19, which is subtractive. Therefore, respondents transferred their knowledge of the English numerals to the Yoruba language, which should have been derived through subtraction and not a, as evident in *C* below:

(C) Yoruba Language Numerals

fifteen = * <i>Marunla</i>	* <i>Marun/five + la/teen = 15</i>
sixteen = * <i>Mefala</i>	* <i>Mefa/six + la/teen = 16</i>
seventeen = * <i>Mejela</i>	* <i>Meje/seven + la/teen = 17</i>
eighteen = * <i>Mejola</i>	* <i>Mejo/eight + la/teen = 18</i>
nineteen = * <i>Mesanla</i>	* <i>Mesan/nine + la/teen = 19</i>

It was nearly evident that inadequate inhibition commanded the accessibility of the respondent's L1 in regards to the lack of their L1 use. Activation Hypothesis Theory revealed that respondents are more resistant to attrition of the Yoruba numeral language, which is subtractive.

Yoruba Numerals Derived through the use of Single Addition "le."

Respondents malfunctioned in the Yoruba numerals from twenty - five (25) to twenty - nine with the introduction of numerals derivation through the use of single addition "le" instead of functioning in the use of single subtraction "din." This can be seen in **D** below:

(D) Yoruba Language Numerals

<i>marun – le -ogun</i>	5 + twenty = 25
<i>mefa – le -ogun</i>	6 + twenty = 26
<i>meje – le -ogun</i>	7 + twenty = 27
<i>mejo – le -ogun</i>	8 + twenty = 28
<i>mesan – le -ogun</i>	9 + twenty = 29

Based on the numeral derived is structured by an additive system of *Ogun/twenty* joined together with *le/plus* to derive **25** to **29**. These were generated by transferring intuition in the English numerals additive system to Yoruba language numerals. Therefore, the above cases show the Yoruba numerals attrition with the influence of L2 intuition to exemplify the above numerals. Respondents transferred the English additive system from the English language to the Yoruba language because they were not aware of the subtractive system in Yoruba since the English language has no subtractive system for deriving complex numerals. In Yoruba syntax, the aspect of subtraction in Yoruba numerals may appear in different forms in the English language. There are remarkable dissimilarities between the Yoruba and English languages, especially in lexemes structure. Respondents have their first language interfered with by the non-negation of the English language numerals structure.

Adopting the English language Graphological Patterns into the Yoruba language Phonological Patterns

The examples below explicate the adoption of the English language graphological patterns into the Yoruba language phonological patterns.

English Language	Yoruba Language
School	* <i>Sukuu</i>
Fan	* <i>Faanu</i>
Motor	* <i>Moto</i>
Flower	* <i>Fulawa</i>
Chalk	* <i>Soki</i>
Bed	* <i>Bedi</i>
Pole	* <i>Polu</i>
Travel	* <i>Tirafu</i>

In the Yoruba language, it is paramount to know that Yoruba speakers always introduce another vowel instead of having a consonant cluster pattern like the English language because two consonants are never written together in the Yoruba language except in rare cases when "*m*" or "*n*" follows a consonant letter or in the case of "*gb* or *kp*" letters. The data revealed the isolation of the English structured patterns of consonant clusters when the respondents introduced the "*CV*" pattern; this system led to the respondents' integrating loan words, thereby transposing the graphological patterns of the English language into the phonological patterns of the Yoruba language as shown above.

Respondents' Deviation of Subjects to Another Contextual Usage

The study also acknowledges that the subject deviated from a related context. The following analysis illustrates this deviation.

English Language	Yoruba Language
Travel.	* <i>Jade</i>
Flower	* <i>Ewe</i>
Blade	* <i>Obe</i>
Motor	* <i>Irin-ona</i>

Respondents manipulated Yoruba lexemes to express their intuition of the selected data in the English language. This is evidenced when some respondents used "*jade*" (*go out*) for *travel*. In English, these two lexemes *go out* and *travel* do not have the same meaning. Meanwhile, some of the respondents took "*go out*" and "*travel*" as the process of leaving a place to another place; the English native speakers use "*go out*" as leaving to a nearby location while "*travel*" is used for leaving one place to another, usually for a long distance and a more extended period. The above examples

have shown how English lexemes are wrongly nativized and substituted for Yoruba lexical items within inappropriate contexts. The word *ewe* (*leaves*) and "*obe* (*knife*) are described as *flower* and *blade*. The respondents only picked the lexemes image within the semantic field of the vocabularies they were working with. It is little wonder the respondents used *the knife* for the *blade* because the two objects are used for cutting. Hence, this implies that the related objects in the above examples are well appreciated and related to the given Yoruba language lexemes by the affected respondents. The underlying competence, which describes the respondents' utterances as errors of a native speaker is influenced by graphological patterns in phonological patterns of their L1. Within the Dynamic Model of Multilingualism (DMM) proficiency, it is necessary to attain a standard quality and stability, which is traditionally identified as the tacit knowledge of a specific language system.

Summary of the Findings

The findings established a lack of adequate use of the Yoruba language among the respondents in their various communication domains, which greatly impacts the tragedy of the Yoruba language going into gradual extinction. Findings revealed that only some of the selected respondents had a complete grasp of the knowledge of Yoruba language. At the same time, many of them lacked adequate knowledge and mastery. So they fell into the problems of loan words, overgeneralization, substitution and others as discussed in the analysis. These respondents used words in the Yoruba language with near semantic properties as the proposed words. This shows the manifestation of Yoruba language attrition among the selected respondents as presented in the tables below:

Table 1: Respondents' substitutions for unknown lexical items in the Yoruba language

English words	Yoruba Native words	Lexical attrition words from respondents
Travel	Ìrìn-àjò	* <i>Jáde</i>
Vehicle	Ọkò	* <i>Ìrìnà</i>
Bed	Ìbùsùn	* <i>Fòòmù</i>
Blade	Abe	* <i>Óbe</i>
Flower	Òdòdó	* <i>Ewé</i>

Source: Field Data 2023

Table 2: Respondents' loan words without integration

English words	Yoruba Native words	Respondents respond with the exact English words
School	Ilé-ìwé	School
Travel	Ìrìn-àjò	Travel
Blade	Abe	Blade
Fan	Abebé	Fan
Bed	Ìbùsùn	Bed
Chalk	Efun	Chalk
Flower	Òdòdó	Flower

Source: Field Data 2023

Table 3: Respondents' substitution of English loan words and positioning of English graphological patterns on the phonological patterns of the Yoruba language

English words	Yoruba words	Lexical attrition words
School	Ilé-ìwé	<i>Sùkúù</i>
Fan	Abèbè	<i>Fáànù</i>
Travel	Irin-Ajo	<i>Tíráfù</i>
Flower	Òdòdó	<i>Fúláwà</i>
Blade	Abe	<i>Biledi</i>
Television	Amóun-máwòrán	<i>Telifisan</i>
Chalk	Efun	<i>Sọ̀òkì</i>
Vehicle	Ọkò	<i>Mọ̀tò</i>
Pole	Òpó	<i>Pólù</i>
Bed	Ìbùsùn	<i>Bẹ̀ẹ̀dì</i>

Source: Field Data 2023

Table 4: Respondents' overgeneralization of numerals

<i>English numerals</i>	<i>Yoruba numerals</i>	<i>Attriting numerals</i>
Fifteen	Eḗdogun	<i>*Marunla</i>
Sixteen	Eétàdínlógún	<i>*Meefala</i>
Seventeen	Eérìndínlógún	<i>*Meejela</i>
Eighteen	Eéjídínlógún	<i>*Meejola</i>
Nineteen	Oókàndínlógún	<i>*Mesanla</i>
Twenty-six	Eríndínlogbọ̀n	<i>*Mefalelogun</i>
Twenty-seven	Ẹ̀tadínlogbọ̀n	<i>*Mejelelogun</i>
Twenty-eight	Ejidínlogbọ̀n	<i>*Mejolelogun</i>
Twenty-nine	Oókàndínlogbọ̀n	<i>*Mesanlelogun</i>
Thirty	Ọ̀gbọ̀n	<i>*Mewalelogun</i>

Source: Field Data 2023

The above representation shows that some respondents still need to internalize the rudiments of the Yoruba language numeral system, which resulted in respondents' over-generalization of the above numerals. Hence, the corrected version of the above numerals is presented below:

Standard Yoruba Numerals	English Numerals	Cardinal
Yoruba Numerals		
<i>ení, òkan</i>	<i>one</i>	
<i>èkíní</i>		
<i>èjì</i>	<i>two</i>	
<i>èkejì</i>		
<i>èta</i>	<i>three</i>	
<i>ẹkẹta</i>		
<i>ẹrin</i>	<i>four</i>	
<i>ẹkẹrin</i>		
<i>àrún</i>	<i>five</i>	
<i>èkarùn</i>		
<i>ẹfà</i>	<i>six</i>	
<i>ẹkẹfà</i>		
<i>ẹje</i>	<i>seven</i>	
<i>ẹkeje</i>		
<i>ẹjọ</i>	<i>eight</i>	
<i>ẹkẹjọ</i>		
<i>ẹsán</i>	<i>nine</i>	
<i>ẹkesàn</i>		
<i>ẹwá</i>	<i>ten</i>	
<i>ẹkẹwà</i>		
<i>òkanlá, oókànlá</i>	<i>eleven</i>	
<i>kọkanla</i>		
<i>èjìlá,</i>	<i>twelve</i>	
<i>eéjìlá</i>		
<i>ètalá, ẹétalá</i>	<i>thirteen</i>	
<i>kẹtala</i>		
<i>ẹrinlá, ẹẹrinlá</i>	<i>fourteen</i>	
<i>kẹrinla</i>		
<i>ẹẹdógún</i>	<i>fifteen</i>	
<i>kẹdogun</i>		
<i>ẹẹrindílógún</i>	<i>sixteen</i>	
<i>kẹrindinlogun</i>		
<i>eétàdílógún</i>	<i>seventeen</i>	
<i>kẹtadinlogun</i>		
<i>eéjìdílógún</i>	<i>eighteen</i>	
<i>kejidinlogun</i>		

<i>oókàndílógún</i>	<i>nineteen</i>
<i>ogorun</i>	
<i>ogún, okòó</i>	<i>twenty</i>
<i>ogún</i>	
<i>ọkanlelogun</i>	<i>twenty-one</i>
<i>kọkanlelogun</i>	
<i>ejilelogun</i>	<i>twenty-two</i>
<i>kejilelogun</i>	
<i>ẹtalelogun</i>	<i>twenty-three</i>
<i>kẹtalelogun</i>	
<i>erinlelogun</i>	<i>twenty-four</i>
<i>kẹrinlelogun</i>	
<i>éẹdógbòn</i>	<i>twenty-five</i>
<i>kẹẹdógbòn</i>	
<i>erindinlọgbòn</i>	<i>twenty-six</i>
<i>kẹrindinlọgbòn</i>	
<i>ẹtadinlọgbòn</i>	<i>twenty-seven</i>
<i>kẹtadinlọgbòn</i>	
<i>ejidinlọgbòn</i>	<i>twenty-eight</i>
<i>kejidinlọgbòn</i>	
<i>ọkandinlọgbòn</i>	<i>twenty-nine</i>
<i>kọkandinlọgbòn</i>	
<i>ogbòn</i>	<i>thirty</i>
<i>ogbòn</i>	

Conclusion

Despite Nigerian language policy roles assigned to the three main regional languages (Yoruba, Igbo and Hausa language) to use these local languages among the children, especially in the educational system, it was still established that the Yoruba language is minimally used compared to the other two regional languages. This chapter examined the vocabulary attrition of the numeral system (NS) and vocabularies of the Yoruba and the English of selected secondary school students in Ibadan, Nigeria.

Findings revealed that Yoruba language suffered some decline among the sampled respondents. This was because of low or non-usage among the selected respondents. Furthermore, this study also revealed a progressive decline in learning and mastery of the Yoruba language, which manifested at the vocabulary level, with multiple effects on errors of overgeneralization, usage of inappropriate words in specific contexts, loan words and others. The respondents lacked rich knowledge of numeral figures in the Yoruba language. Finally, Poor performance in Yoruba language among the respondents was traceable, mainly due to lack of exposure to

qualitative Yoruba language learning in their early years. The study recommends a long-term intervention of the Yoruba language with the Yoruba language competition as a model for language revitalization strategies to prevent the Yoruba language from gradual or permanent extinction. To maintain or revive the student's mother's tongue, language competition in all the skills of language should be encouraged to motivate the speaking of the Yoruba language.

Recommendations

The study recommends long-term intervention of the Yoruba language with Yoruba language competition as a model for language revitalization strategies to prevent the Yoruba language from gradual or permanent extinction. Indigenous languages should be among the requirements for gaining admission to the tertiary institution for Nigerians. Finally, Government and school authorities should learn how to plan recreational activities such as essay or quiz competition in the Yoruba language and camping exercises for the children, which must be mainly a setting for communication in the native language.

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Chapter 12

Prophet Sakawa's Sociological Thought Among The Abagusii For Research And Socio-Economic Development In Modern Kisii Town, Kenya

By

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Abstract

Sakawa was a famous prophet among the Abagusii, who prophesied that *Amandegere name Getembe kia'gusuku, no'oyobwate omomura nayae* (the mushrooms would sprout in Getembe [Kisii town] and whoever has a son/daughter would harvest them). This had sociological and philosophical connotations and needed deep interpretation and application to the present development going on in Kisii town in Kisii County. The chapter focuses on how some of the members of the Abagusii society despised the prophesy/sociological thought, which was key to development and economic growth of people dwelling in Kisii town and later regretted once those who interpreted and applied became the beneficiary to socio-economic growth in Kisii town. The chapter applied content analysis and participant observation method in development and economic growth of Kisii town, since the time of Sakawa's prophesy/thought through to the present. Kisii Town's development process is equated and relevant to prophet Sakawa's sociological thought and prophesy that "the mushrooms would sprout in Kisii town and whoever who has a son/daughter would harvest them"; in other words, those who had money could buy land in Kisii town and build high rise houses and be sources of economic growth. We affirm that knowledge is power while wealth is strength and power in development process and economic growth. The sociological thought was vital in 1920's and it's quite relevant and applicable in the modern contemporary societies among the Abagusii and other ethnic tribes in Kenya, Africa and the whole world. It is recommended sociological thoughts are interpreted and applied to lead people to sustainable development and economic growth in the country, Africa and worldwide.

Keywords: Kenya, Kisii, Sociological thoughts, Economic growth, Sustainable development.

Prophet Sakawa's Sociological Thought Among The Abagusii For Research And Socio-Economic Development In Modern Kisii Town, Kenya

By

Gilbert Nyakundi Okebiro

Introduction

Many African societies have one significant aspect in common regarding the role of prophets; hold a unique position as intermediaries between the socio-spiritual and physical realms. In every African community at least have popular prophets. According to Owuor (2023), prophets have long played a pivotal role in African communities, serving as conduits between the divine and the earthly realm. The Abagusii have a famous prophet known as Sakawa. Sakawa prophesied that "*Amandegere name Getembe kia'gusuku, no'oyobwate omomura nayae*" meaning [the mushrooms would sprout in Getembe (Kisii town) and whoever who has a son/daughter would harvest them (Okebiro, 2016).

According to Okebiro(2016), this prophesy or sociological thought is applicable to current growth in Kisii town where high-rise houses have been built and the sociological thought was interpreted to mean nobody can construct or build such a storey house without strong financial stability. In recent times, as technology continues to reshape the world, the emergence of block chain technology and its integration with oracles presents a new opportunity for African societies to bridge tradition with innovation, fostering progress and growth (Owuor, 2023). Prophets have long played a pivotal role in African communities, serving as conduits between the divine and the earthly realm. They are revered figures who possess the ability to communicate with the spiritual world, providing guidance, insights, and predictions about the future. African prophets are often sought after for their wisdom, healing abilities, and predictions that impact crucial decisions within the community.

Historically there has been a link between sociological thoughts regarding the growth and sustainable development of a town. Therefore, growth of Kisii town has been linked with prophet Sakawa's sociological or philosophical thoughts which led to the development of the town and its sustainability. Okebiro (2016) notes that Sakawa visualized that because of lack of industrialization and too much dependable on land, people were able to get that land in Kisii town and use it for building storey houses for commercial and sustainable development. That is why he believed that individuals' liberty should be preserved and as far as possible, individuals

should be given maximum rights. That is why people from all parts/regions in Gusiiland and beyond were allowed to buy land and develop in Kisii town. For the first time Sakawa very closely studied the Abagusii society and gave a sociological idea on development and economic growth in Kisii town. And also perhaps for the first time gave the idea in Gusiiland that education was very significant and literacy was the only means to an end and not an end in itself, while the individual was an end in itself. That is why those who went to school and got education have a share or plot in Kisii town for economic development (Okebiro, 2016).

Prophets are known to channel messages from ancestors, spirits, or deities, interpreting natural phenomena, dreams, and symbols to provide insight into various aspects of life, such as agriculture, health, and governance. Their influence extends to matters of personal significance, as individuals seek their counsel for guidance in matters of love, family, and personal growth. By offering a spiritual connection and understanding of the unseen forces at play, prophets hold a revered position that is deeply ingrained in the cultural fabric of African societies (Owuor, 2023).

Sakawa was person who has great love for human liberty and believed that there should have proper opportunity for the exposition of human personality without fear of favour. In this respect, he has a judicial concept which meant injustice to be removed. In this way he was bold enough to criticize anything which was wrong in Abagusii society in the whole of Gusiiland, during the colonial era. This has a sociological and philosophical connotation and needed deep interpretation and application to the present development going on in Kisii town. According to Johnstone Makori (1992), Sakawa prophesied in 1894 and by then the town was known as *Getembe* the original name used by Abagusii (Okebiro, 2016). Previously kisii town was full of indigenous tree *omotembe* (pl) *omotembe* (sg) which were cut down to create space for a Centre. as white people-built houses in the Centre thus the name “Getembe” emerged.

When Europeans came in 1920s and settled in Getembe the name changed as people used to called it *Bosongo* because they could go where the *Abasongo* (Whitemen) lived and thus the name *Bosongo*(Okebiro, 2016).According to the views of old men and women among the Abagusii, the word “Kisii” is not the original Abagusii word. *Omosongo* (Whiteman) did not know how to pronounce the word “Gusii” instead his pronunciation came out clearly as “Kisii” and hence the name “Kisii”(Okebiro,2016).It is noted that some names of towns in Kenya where whites settled evolved or emerged as a result of whites failing to pronounce indigenous African names. At the same time the Africans were not able to pronounce the words spoken by whites leading to emergence of a similar word near to required pronunciations, but not having any significant meaning.

The genealogy of Kisii town started, when whites settled in Kisii, as colonialist made it “Boma” meaning administrative post and it became to be known as Kisii town up to the present day. It should be noted that Abagusii use the other names of Getembe and Bosongo to mean and applicable to Kisii town (2016). Genesis of sociological thought and its meaning are as old as man in the society in the planet earth. This is a fact because society is nothing but a complex of human relationships. Because society includes structures (industry, the education system, the family and so on) as well as people, their ideas, their cultures and their interests(Jorgensen et al,1997).The elements which constitute the society are ever changing and always varying process of its transformation presents many vital problems which seriously threaten society itself.

Statement of the Problem

The chapter focuses on how the society despised the sociological thought of prophet Sakawa which was important to development and economic growth of people dwelling in Kisii town and later regretted once those who interpreted and applied became the beneficially to socio-economic growth in Kisii town.

Objective of the study

The objective is to compare and contrast Prophet Sakawa’s sociological thought among the Abagusii for research and socio-economic development in modern Kisii town, Kenya.

Literature Review

Sociological thoughts or prophecies are anchored in sociology, a subject which deals with the relationships in the society. Sociology is a discipline as conceived by many thinkers which provides a scientific and theoretical base for the solution to social problems (Brown, 2001].The solution of social problems needs careful thinking and reasoning. That is why Owuor (2023) note as African societies navigate the challenges and opportunities of the modern world, the role of prophets has also evolved.

Similarly Okebiro (2016) notes social or sociological thought is therefore, an inevitable part of sociology which deals with social problems in their past and present perspective. This means sociological thought and the nature is thinking about solutions of problems of any society. Thus Sakawa’s sociological thought is a way of thinking about solutions of problems among the Abagusii society. Sociological thoughts of Sakawa among the Abagusii was not a new phenomenon. Sociological thoughts started long time ago and the evolution of sociological thought is based on our past experiences. The present sociological thought is the result of long history. The earliest

sociological thought can be traced in the most primitive sociological thought found in folk songs, folk tales, and other forms of folk literature among the primitive societies (Aron, 1983).

Folk literature and mythology represent the thoughts, feelings and desires of the people of those days. In this essence, through sociological thoughts, an idea about social system like the one of Sakawa thought of, social structure and social idea of those days can be found out in modern societies (Okebiro, 2016). That is why the majority of the traditional prophets in Kenya foresaw the coming of the Europeans. For example among the Agikuyu peoples, prophet Chege Wa Kibiru prepared his people to expect “white strangers who look like butterflies.” He said that these strangers would take the land of Agikuyu, but warned “not to fight with these white people, for if they do so, they will kill all of you with their fire”, meaning guns.

Ileri Wa Irugi of Meru, in his dream, he saw an iron snake running from the Indian ocean to lake Sango, present day lake Victoria. This came to be the Kenyan-Uganda railway. Similarly he warned people about strangers coming from the east towards Kirinyaga. These strangers had with them an iron-mouthed animal that would be used to collect all ethnic groups and make them helpless. The coming of the British soldiers from the eastern side of Embu and the subsequent conquest of Embu people was seen as the fulfilment of that prophecy. Among the Luo peoples, the prophets (*Jobilo*) issued a warning that, some white people are coming but they must not be fought. “If you oppose them they will kill you with their sticks which vomit fire” (Ochieng, 1986), which means using their guns. Sakawa is influenced by his experience and prophesied that Gusii warriors would be disarmed by white strangers if they showed resistance (Ochieng, 1986).

The relation of sociological thoughts and sociological theory is important to give the relationship of sociological thought and sociological theory (Okebiro, 2016). In this aspect, the sociological thought is assumed as a scientific form came to be called as sociological theory. Later on it became known as the scientific study of society which leads to the discipline of sociology. The theory of science or a systematic body of knowledge depends much upon the system of its theories and their old foundations. Theories include the classification about the concepts and logical reasonable analysis of various methods and techniques applied. It is a well-known fact that theories are the curiosity forms, the basis of effort and knowledge.

Therefore, the curiosity of Sakawa’s thoughts, encourage Abagusii peoples and leads to many people purchase land and construct and has as a consequence of economic growth and sustainable development of Kisii town (Okebiro,2016). However, Africa is the most rural region in the world, it is urbanizing fast. Every day for the coming fifteen years, African cities will

have to accommodate extra 40,000 people(Arinaitwe,2016).There this is therefore necessary for effective land use planning and application of relevant urban policy to cater for this demand (UN-HABITAT,2011).

Methodology

The chapter applies content analysis and observation method in development and economic growth of Kisii town, since the time of Sakawa's thought through to the present, through exploratory research design. Exploratory is a research conducted in an area for example "influence of libraries in research and development", which is not widely explored or not clearly defined.as Mugenda and Mugenda (2012) noted, exploratory research often relies on secondary data such as existing literature. Saunders (2011), noted, open ended or unstructured questions allow profound response from the respondents while the closed or structured questions are generally easier to evaluate. For this reason, the responses for few questions of the open-ended questions was recorded as given from the respondents without alteration and closed was evaluated and interpreted for better analysis.

Key Findings

The chapter's key findings reveal that Kisii Town is compared and contrasted with prophet Sakawa's sociological thought and prophesied that "the mushrooms would sprout in Kisii town and whoever who has a son/daughter would harvest them" it implies those who have money would buy land in Kisii town and build storey houses and be a source of economic growth. It is argued that even at present those who have wealth would acquire any land in any town in Kenya (Okebiro, 2016). It is a known fact Kisii town started to grow after Sakawa's sociological thoughts. The British arrived in Gusiiland in 1920s, made Kisii administrative headquarter, formerly known as Getembe or Bosongo as an administrative post. The British referred to any administrative post as "BOMA". The British had to develop new administrative system throughout the country. The administrative centers were nuclei for the administrative personnel in colonial administration in Kenya, a type of administration structure which was direct.

According to Ojany and Ogendo (1988), early examples of administrative posts were locally known as "Boma" (Homesteads) and were developed inland by British colonial administration as British administration units advanced inland from Mombasa. They included MacKinnon Road, Makueni Boma, Machakos, Fort Smith (Nairobi), Fort Hall (Murang'a), Mumias, Lumbwa, Fort Tenan, Fort Florence (Kisumu), Kisii, Lodwar, Malalal, Marsabit among others (Ojany and Ogendo,1988).

Kisii town grew slowly due to the fact that, no industries were located on this site of the town. Because of this fact Getembe (Kisii)

attracted few people who settled for the purpose of trading activities on agricultural food stuffs. Where people inhabited is referred to as settlement, therefore a settlement is a place where people live, which contain not only houses but shops, schools, offices, factories, government buildings, place for entertainment and other buildings like courts and so on (Bunnett, 1989). Getembe modern Kisii town is located on a good site which is a terminus to connect various towns in Kenya-to Kericho, Kilgoris, Nyamira, Eldoret, Kisumu, Kakamega, Migori, Homa-Bay, Sondu, Sotik- Bomet, Narok and so on (Okebiro, 2016). A site therefore refers to the land on which settlement is built and situation or location refers to the position of a settlement in relation to the other places (Bunnett, 1988), as contained in Kisii town which was prophesied by Sakawa.

Discussion

African societies are navigating the challenges and opportunities of the modern world; the role of prophets has also evolved. Globalization, urbanization, industrialization and technological advancements have led to a dynamic shift in societal traditional structures and values. While traditional beliefs remain integral, they now coexist with modern systems and ideas (Owuor, 2023).

The sociological thought is vital in 1920's and it's quite relevant and applicable in the modern contemporary societies including Abagusii and other peoples in Kenya, Africa and the whole world. Sociological thoughts originate from interactions and interrelations of human beings in historical perspective. Therefore, sociological thoughts are applied to solve the problems which Abagusii experience in Gusiland in the nineteenth century (Okebiro, 2016).

It is therefore concluded that sociological thoughts have certain characteristics or features which are relevant in the ancient as well as in the contemporary modern societies. These include the first; sociological thought originate from social problems. They are responsible for generating solutions for various social problems which lead to the development of the society's culture and civilization. It is important to note Sakawa's thought is used to mobilize followers at the site of the present-day Kisii town telling them the future police lines, the hospital, the offices and churches would be built for the purpose of cultural and civilization of Bosongo or Getembell (Ochieng, 1986)

Secondly, sociological thoughts are not only related to social problems alone but they are vitally related to the process of human and social life. That is why social utility of Kisii town is considered to be an integrated part of the sociological thought of Sakawa, which is interpreted and

applicable into modern Kisii town and sustainable development (Okebiro, 2016).

Thirdly, sociological thoughts are seen to be as a result of social interrelations and interactions, between people such that where prophet Sakawa lit fires is along the line show is where electric poles and lights would follow (Ochieng,1986).This has been proved to be true by eyewitnesses who passed away.

The fourth characteristic of sociological thought emphasizes the element of time and place. Sociological thought therefore is related and influenced by the element of place and time. The sociological theory cannot be diverse from the time and place to which it belongs. That is why Sakawa's thought became true and is a guideline to the sustainable development in the modern Kisii town. "*Amandegere*" meaning mushrooms is a metaphor interpreted and applied to mean storey houses are built in Kisii town by people with capital or enough finances. That is why Kisii town, an administrative post in the colonial period is sprouting into modern town leading to urbanization, economic growth and sustainable development (Okebiro, 2016).

Fifth characteristic is the influence of personal and social experience. In the development of sociological thought, the thinkers are very much influenced by the personal experiences. In this sense therefore, Sakawa is influenced by his experience and prophesied that Gusii warriors would be disarmed by white strangers if they showed resistance [Ochieng, 1986].

Sixth, sociological thought inspires the development of civilization and culture. As a result of sociological thoughts of Sakawa, Kisii town (Getembe or Bosongo) started to grow very fast since 1921. That is why the modern Kisii town is like "*Amandegere*" meaning mushrooms is taken literally to mean storey houses which have been built in Kisii town currently. It is growing like mushrooms in all sides from the town Centre to the routes connecting Kisii town. According to Okebiro(2016) the growth of Kisii town is linear means following the roads from the town, since the storey houses or buildings are constructed along those routes connecting other towns including Kisii-Keroka Sotik/Kericho/Narok route; Kisii-Kemera-Tombe-Tinga-Nyamira route, Kisii Kebirigo-Ikonge-Kericho route; Kisii-Ogembo, Nyamache Kilgoris route; Kisii-Suneka-Riana-Migori route; Kisii-Nyakoe-Oyugis-Ahero-Kisumu route; and Kisii Nyatieko-Nyagesenda-Sondu-Nandi Hills-Eldoret route.

Seventh, the sociological thoughts give the practical solution to social problems. That is why sociological thoughts of Sakawa were true and applicable to the economic growth and sustainable development in Gusiiland. That is why after the sociological thoughts of Sakawa and his death; the British arrived in Gusiiland, the Gusii warriors took their spears to

defend their independence but many were killed by the British who fought using guns (Ochieng, 1986) fulfilling the prophecy.

Conclusion

Basing various discussions, it is Concluded, one promising avenue for maintaining the relevance of prophetic traditions lies in the fusion of ancient wisdom with contemporary technology. This intersection can create a bridge between the socio-spiritual insights or thoughts of traditional prophets and the digital advancements of the modern era, thus fostering a balanced and harmonious society, in Gusii region, Kenya, Africa and worldwide.

Further, it is concluded towns which have developed in Kenya welcome diversification of investors from all parts in region and the whole world regardless of their race, ethnicity, religion, country, county, age, status, region, political divergence and socio-economic capacity. This is why Kisii town encompasses a diversification of investors from all regions in Kenya and worldwide, as a consequence rapid socio-economic growth and sustainable development.

Recommendation

It is recommended sociological thoughts are vital for sustainable development when interpreted and applied in the educational, psycho-political and socio-economic systems. It is recommended that sociological thoughts be interpreted and applied to lead people to sustainable development and economic growth in Kenya, Africa and worldwide.

It is recommended since economic growth and sustainable development depends on individual effort and capacity; people are encouraged to take individual initiative of development process in a town of residence.

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Chapter 13

Theories In Entrepreneurship and Quantitative Character of Enterprises: A Scholarly Retrospection

By

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Abstract

This study seeks to address the challenges associated with explaining and predicting entrepreneurship using existing theories. Despite the wealth of research on entrepreneurship, many scholars continue to struggle with understanding the factors that drive entrepreneurs to start new ventures, as well as the processes through which they navigate the challenges of entrepreneurship. The increasing pace of change and competition in today's global economy requires organizations to be nimble, innovative, and strategic in their approach to business. As a result, creativity and strategic entrepreneurship have become integral components of managerial thought, corporate strategy, and policy. The study aims to analyze the developing pattern of literature regarding the necessity of theory in entrepreneurship from the years 2018 to 2023. The literature review examines relevant studies and academic articles published during the five-year period, exploring their perspectives and arguments for or against the importance of theory in entrepreneurship. The analysis highlights the evolving trends and emerging themes in this field of research.

Key Words: Entrepreneurship, quantitative, character, Enterprise

Theories In Entrepreneurship and Quantitative Character of Enterprises: A Scholarly Retrospection

By

Anne Karani Iswan

Introduction

Theories and their execution play a major role in enterprise performance. Entrepreneurial direction of business organizations seldom refers to theories when they are in practicing. Generally, business organizations are led by people whose mind frame depends on theoretical recommendations in executing their enterprises. However, many organizations in Kenya have always not had successful or sustainable business deliverables. In many situations people consider hypothetical perspective of businesses in regards to imitation of ongoing businesses, location or premises and non-credible information. It becomes necessary for a credible information to guide entrepreneurs on key modalities of enterprise engagements and their sustainability.

The research tries to examine the relevance of theories, potentiality of entrepreneurs and innovative mindset in fostering business enterprises and sustainability. There is no consistent universal theory which enumerates ways of successful entrepreneurship, rather, it comprises of several distinct approaches such as economics, psychology, sociology, anthropology, opportunity-based theory and resource-based theory that researchers try to explain entrepreneurship. However, in this research, the researcher asserts that, there no common theoretical framework that exists to synthesize the various points of view. The desktop research examines if there is relevance of theories of entrepreneurship and Quantitative character of enterprises.

Aboramadan,et. al., (2020), in their research say that, entrepreneurship is one of the earliest established processes of human society, and it has been a driving force in the world since the dawn of history, when the first humans began to develop labor specialization. Accordingly, the importance and role of entrepreneurship has increased over time," (Carland & Carland, (2015).

Although classical and neoclassical theorists have worked hard to define entrepreneurship, there is no singular definition. It all relies on the person defining it and the angle from which it is viewed. Some researchers examine entrepreneurship from the perspectives of economics, sociology, and psychology, while others examine it from the management and societal perspectives. As a result, entrepreneurship is a multifaceted notion.(Bula, 2012). Therefore, it is insignificant to define entrepreneurship and apply this definition universally.

Globally, scholars assert that, entrepreneurship is a significant contributor to wealth creation and the primary domestic source of development and progress. The presentation was created in collaboration with the scholarly community. Nonetheless, the professionals draw attention to the growing need for new business ideas. According to Smirnov (2017), identifying the major characteristics of entrepreneurship and defining its nature will decrease the level of such risks.

Nonetheless, the professionals draw attention to the growing need for new business ideas (Esfandear, et.al.,2019)

Further on, he argues that a consistent universal theory does not exist in entrepreneurship, but rather it consists of several different approaches including economic, psychology, sociology, anthropology, opportunity based and resource -based theory. No common theoretical framework, even if demanded for rigorously, exists to synthesize the different points of views. Various trials to develop multidimensional approach to entrepreneurship study the problems also mainly from perspective of the above-mentioned well-established discipline.

The study conducted Canada by Ghafar, (2020), explored the extent to which 21st century skills assume apriority as an integral part of entrepreneurship education with the intent of producing graduates who are not the mainly driven to begin new business ventures. However, empowerment enabled individuals to create entrepreneurial impact within the organization. The study used a social constructionist approach in this research to create an empirical understanding of the role of education in enhancing entrepreneurship in developing 21st skills perspective and experience. According to the results, teaching detailed and unenhanced industry knowledge is beneficial. The study recommended that extra avenues for further development of entrepreneurship education be provided, as well as assistance in the integration of 21st century skills.

Regional perspective: Simpeh (2011) provides a comprehensive summary of six key entrepreneurship theories and their underlying empirical studies, which are inconclusive. The first theories are economic in nature; economic entrepreneurship theory, which encompasses classical, neoclassical, and Australian market process (AMP), focuses on profit as a motivator for entrepreneurs. According to the Simpeh, (2011) he claims that economic theory has been criticized for ignoring non-economic motivations for entrepreneurship, such as a wish for autonomy and personal satisfaction.

The second theory, psychological entrepreneurship theories, focuses on the personality traits and qualities that motivate people to start their own businesses. These ideas place a focus on individual traits that characterize entrepreneurship. Three novel traits that have been discovered to be linked to

an entrepreneurial inclination are reviewed along with the need for achievement and locus of control personality traits. They are willing to take risks, have creativity, and have uncertainty tolerance.(Simpeh, 2011).

External factors such as access to tools and networks have been criticized as being important in psychological theories. Neo-classical conjectures suggest that individual-level entrepreneurial action is overlooked, that future worth of innovation outcomes is not reflected, that efficiency-based performance does not encompass innovation and uneven outputs, and that perfect knowledge does not adequately characterize uncertainty(Aboramadan et al., 2020)

Research carried by Liu et al. (2019) on the influence of culture on entrepreneur's opportunity exploration on decision in Tanzania found that culture has direct relationship entrepreneurship practice. In contrast, sociological entrepreneurship theory concentrates on the social and cultural factors that influence entrepreneurship. According to the author, sociological theories have been chastised for ignoring the importance of individual agency and decision-making in entrepreneurship. As a result, anthropological entrepreneurship theories adopt a cultural and historical approach to entrepreneurship. The author observes that anthropological theories have been chastised for ignoring the role of economic variables in the formation of entrepreneurship.

Opportunity-based entrepreneurship theory on the other hand, stresses the importance of recognizing and capitalizing on business opportunities. According to the author, opportunity-based theories have been chastised for ignoring the significance of resources and capabilities in achieving entrepreneurial success. The resource-based entrepreneurship theory, emphasizes the importance of resources and capabilities in entrepreneurial success. The author notes that resource-based theories have been criticized for ignoring the role of external factors, such as market conditions and competition. In this study, the researcher observed that integrating diverse viewpoints and theories can help to further develop the field of entrepreneurship research.

The researcher concurs with the assertion by Thompson, Verduijn, and Gartner (2020), which asserts that, organizations that foster creativity and entrepreneurship are better equipped to recognize and seize new opportunities, adapt to shifting market conditions, and foster innovation in their industries. A more dynamic and responsive organizational culture that places a greater emphasis on experimentation, risk-taking, and invention can be achieved by integrating creativity and entrepreneurship into organizational strategy and policy. As a result, it is crucial for managers to understand the value of strategic entrepreneurship and creativity and to build the skills and capabilities required to promote these traits within their

companies. (Vincent, & Zakkariya, 2019). This expresses the limitations of entrepreneurship theories in guiding entrepreneurs' practice very plainly.

Entrepreneurship is the dynamic process of adding to your income, one dollar at a time. People who take on the biggest risks in terms of money, time, and/or job commitment, or those who add value to a good or service, are the ones who generate wealth. The product or service may or may not be novel or distinctive, but the entrepreneur must nonetheless add value by acquiring and allocating the required skills and resources. The researcher is looking at theories in entrepreneurship and quantitative character of enterprise consideration the fact that what matters to an entrepreneur are: nature of the opportunity, nature of the entrepreneur and nature of the decision -making framework within which an entrepreneur function.

In recent years, entrepreneurship has emerged as a critical area of study, attracting growing interest from both scholars and practitioners. The role of theory in entrepreneurship has been a source of contention, with some scholars arguing that theory is necessary for furthering our knowledge of the field, while others argue that the practical nature of entrepreneurship renders theory irrelevant.(Muriithi et al., 2019). This literature review aims to examine the literature on this subject in order to determine the literature's evolving pattern from 2018 to 2023.

1,2 Statement of the Problem

Despite the growing recognition of theory in the field of entrepreneurship, the reality is that, theory and practice is combined to explain the phenomena which is entrepreneurship. The ideal situation is that the practice of entrepreneurship can happen without theory. To the fact that most of the entrepreneurs do not regard theories as they are after touchable growth in profit, market share of their businesses. Therefore, the researcher wants to find out if there is significant relationship between theory and practice in entrepreneurship.

1.2.0 Research Objectives

1. To establish whether theory is sufficient in explaining the practice in entrepreneurship
2. To determine whether entrepreneurship can take place in a disruptive entrepreneur.
3. To establish if entrepreneurship practice has any relationship with theory.
- 4.

1.2.1 Research Questions

The study will be guided by the following specific questions:

1. Is theory sufficient in explaining the practice in entrepreneurship?
2. Can entrepreneurship practice take place in disruptive entrepreneur?
3. Does entrepreneurship practice have any relationship with entrepreneurship theory?

1.3 Significance of the Study

Entrepreneurship theories contribute to a better grasp of the entrepreneurial behavior displayed by various entrepreneurs. They help people comprehend why entrepreneurship is necessary and why some people are more entrepreneurial than others. The theories highlight various writers' approaches and perceptions which will be of benefit to different types of entrepreneurial practice. The research will help scholars as well as entrepreneurs understand that entrepreneurial practice can happen without theory.

1.4 Scope and Delimitations

The desktop research examines the theories in Entrepreneurship and Quantitative character of enterprises. Outlines the literature of the theoretical frameworks in relation to entrepreneurship practices to inform emanating arguments for the study. The literature was picked from variety of journals already published, but only those with diverse themes related to the study topic were studied. Books, articles, include a huge amount of information about theories in Entrepreneurship and entrepreneurial practice. The research covers a span of five years (2018-2023) and its focus is on theories and practice in Entrepreneurship.

2.0 Literature Review

In entrepreneurship, there is no consistent universal theory; rather, it comprises several distinct approaches such as economic, psychology, sociology, anthropology, regional science, even if rigorously required, no common theoretical framework exists to synthesize the various points of view. The general concerns to the researcher are on the entrepreneurship theories sufficiency in explaining the entrepreneurship and qualitative character of the enterprises.

The researcher asserts that entrepreneurship is a complex phenomenon that has attracted a lot of attention from scholars and practitioners in recent years. Scholars have developed various theories to explain the phenomenon of entrepreneurship, including economic theories which are classical, neo-classical, and Austrian market process,

psychological theories: which are personality traits theory, locus of control, and needs for achievement theories, sociological theories, Anthropological entrepreneurship theory, Opportunity based-theory, resource-based theory, This review of literature aims to explore the extent the theories explain the phenomena of entrepreneurship and whether they are sufficient enough to explain the phenomena. The problem that arose in researching the topic of entrepreneurship was the amount of literature available and knowing how to choose the most reliable sources for this specific research chapter. The Austrian market process, the traditional and neoclassical theories of economics, are all important pillars of the economic entrepreneurship theory. (AMP). These ideas investigate the financial elements that encourage entrepreneurial behavior{Formatting Citation}

The benefits of free commerce, competition, and specialization were emphasized heavily in traditional views of entrepreneurship. According to these ideas, an entrepreneur produces and distributes goods in a market that is competitive. (Tiryaki, 2013). Here are a few outstanding traditional ideas of entrepreneurship are emphasis, (Walia & Chetty, 2020) The industrial revolution in Britain, which began in the middle of the 1700s and lasted until the 1830s, was the cause of the idea. The classical movement explained the entrepreneurial director's position in the context of producing and distributing goods in a cutthroat market Say, 1803). Three modes of production were identified by classical theorists: labor, money, and land. The conventional view has been criticized. These theories were unable to account for the dynamic upheaval brought about by industrial age entrepreneurs.(Simpeh, 2011)

Simpeh, (2011) and Walia & Chetty, (2020), further on says that neo-classical model, which was developed in response to criticisms of the classical model, claimed that economic phenomena could be reduced to instances of pure exchange, represent an ideal ratio, and take place in a largely closed economic system. The exchange participants, events, and effects of the exchange's outcomes on other market agents made up the economic system. In the neoclassical movement, the significance of exchange and declining marginal utility provided enough motivation for entrepreneurship

According to Walia and Chetty (2020), Schumpeter's innovation theory argued that entrepreneurs do not use traditional technologies and instead create novel goods and technologies to fundamentally alter the paradigm. This therefore, give an indication that entrepreneur practice can take place in a disruptive manner in order to develop a new venture.

2.1 Conceptualization of Entrepreneurship as A Practice

Entrepreneurship has traditionally been conceptualized as an activity that involves the creation and development of new businesses or the expansion of existing businesses. However, in recent years, there has been a growing recognition that entrepreneurship is more than just a set of actions or behaviors; it is a practice that encompasses a range of activities, skills, and knowledge (Wurth, Stam, & Spigel, 2022).

Volkman et al. (2021) asserts that, at its core entrepreneurship as a practice involves identifying and exploiting opportunities to create value. This involves a range of activities, such as identifying customer needs, developing innovative products or services, and building relationships with suppliers, customers, and other stakeholders. It also involves a range of skills, such as creativity, problem-solving, risk-taking, and leadership.

The study conducted by Thomassen et al. (2020) asserts that entrepreneurship as a practice is not limited to business owners or entrepreneurs. It can also be practiced within established organizations, or anywhere, as employees identify and develop new products or services, or as managers create new business units or spin-offs which therefore, in fact may require entrepreneur practical aspect not theory.

The study done by Davidsson, Delmar, and Wiklund (2017) says, one important aspect of entrepreneurship as a practice is its context-dependency. The nature of entrepreneurship can vary based on the industry, regional cultural and social norms, and economic development level. As a result, knowing the context in which entrepreneurship operates is essential. Entrepreneurship as a practice entails a constant learning process as well. To keep up with changes in the market and the broader environment, entrepreneurs must continuously adapt and evolve. This entails being willing to experiment and take calculated chances, as well as being willing to learn from failures. (Sengupta, Sahay, & Croce, 2018).

Entrepreneurship is one of the earliest established processes of human society, and it has been a driving force in the world since the dawn of history, when the first humans began to develop labor specialization. The importance and role of entrepreneurship increase over time." (Carland Jr. and Carland 2015). Not long ago, the subject of entrepreneurship was not considered an academic field of study. Nonetheless, our economy was built on ingenuity. (Kuratko and Hodgetts, 2013).

The concept of entrepreneurship is based on the theory of society and economy. Around 1800, J.B. Say invented the term entrepreneur and, in his discussion, an entrepreneur is a person who moves economic resources from a lower productivity area into a higher productivity area. (Zimmerer and Scarborough 2012) Now, an entrepreneurial revolution has taken hold of the whole world. Kuratko and Welsch (2004) claim that this revolution is as

powerful as the Industrial Revolution in the twentieth century. (Kuratko and Welsch 2004). Entrepreneurship and entrepreneurs have changed the paths of markets and economies

According to Bulut et al. (2010), entrepreneurship has been a widely studied field for years, and its interdisciplinary characteristics have led to various realizations. These realizations can also be viewed as distinct factors influencing entrepreneurship. Individual, environmental, and organizational variables all influence entrepreneurship. Similarly, Dollinger (1995) asserts that entrepreneurship has three dimensions: human, environmental, and organizational. They are all dimensions of the creation of a new business venture. (Dollinger 2020). On the other hand, a more elaborated approach is the multidimensional approach, which includes the individual, the environment, the organization, and the venture process. (Kuratko and Hodgetts 2007: 45) relating to person, process and choice. The area of analysis in personality studies is the individual entrepreneur. (Westhead et al. 2017)

The chapter addresses the inadequacy of theory to explaining the entrepreneurship. The researcher looks at why entrepreneurs decide to start a new venture/enterprise, a starting point for a self-employed worker. The many expectation and objective may be to employ his/herself and enjoy the descent level and standard of living. The researcher says that, the main objective of an innovative growth or orient and enjoy a decent level of income

Entrepreneurial

Characteristics

Westhead et al. (2018) the possession of certain personality characteristics exposes an individual toward entrepreneurial behaviour. (Westhead et al. 2021). Psychological characteristics should be an important part of entrepreneurship research (Carland Jr. and Carland, 2016). A previous study shows that personality characteristics are one of the most general psychological theories used to explain and predict the behavior of humans, including in entrepreneurship (Ahmad, 2010). The psychological approach of entrepreneurship appeared in the 1960s, especially with McClelland's work at Harvard University. His research linked the need for achievement to entrepreneurial characteristics. The proponent had noticed that entrepreneurs had a higher need of achievement than non-entrepreneurs.

The researcher learned that entrepreneurs were reasonable risk takers. Many other powerful research studies about entrepreneurial personality were conducted in the same time period as well. Over the last few decades, a great number of psychological characteristics has been examined as possible sources for entrepreneurial performance. Various research surveyed characteristics that determine who is more likely to start a business (Gupta

and Muita, 2013). The activity of a new business is usually developed as a part of the entrepreneur's personal life strategy and it is largely characterized by the entrepreneur's personality characteristics (Littunen 2014). There is a lot of literature that intends to identify certain attractive personal characteristics for entrepreneurs starting a new business. This section presents the literature review that are related to The Relevance of Theory in Entrepreneurship: a review of theory in the Kenyan perspective. Theory in entrepreneurship refers to a set of concepts, principles, and frameworks that are used to understand and explain the process of entrepreneurship.

This literature review focuses on the study conducted by Naminse and Zhuang (2018) in China, which examines the relationship between farmer entrepreneurship and rural poverty alleviation. The study highlights the importance of three identified capabilities of farm entrepreneurs - economic, educational and knowledge, and socio-cultural capabilities - on attitude towards farmer entrepreneurship growth and the qualitative growth of farmer entrepreneurship, and how these in turn affect rural poverty. The study collected data from 309 employees of farmer entrepreneurships in Guangxi Province, using survey questionnaires, and analyzed the data through structural equation modelling.

The findings suggest that socio-cultural capability has the greatest influence on farmer entrepreneurship growth, while the qualitative growth of farmer entrepreneurship significantly impacts rural poverty. These results emphasize the need for policy makers to involve more rural farmers in targeted poverty alleviation strategies by equipping them with entrepreneurial skills, serving as a sustainable, and bottom-up approach to alleviating rural poverty in remote areas of the country.

The study extends the literature on the farmer entrepreneurship-rural poverty alleviation nexus in China, providing valuable insights for other developing countries in the fight against rural poverty. By stressing on the role of entrepreneurship in poverty alleviation, this study highlights the importance of equipping individuals with the necessary skills and resources to generate income and improve their livelihoods, contributing to the sustainable economic development of communities and regions (Naminse & Zhuang, 2018).

According to Bruton, Ahlstrom, and Si, (2015) the view that private enterprise creation in Africa provides a greater promise for sustainable economic growth and poverty alleviation has gained increasing popularity among development economists. This emerging perspective emphasizes the importance of entrepreneurship as a means of strengthening individuals' capacity to care for themselves and their families, while generating revenues that can be used to support anti-poverty policies of governments. Studies such as Fafchamps, Teal, & Toye (2001) and Nafukho and Helen Muya

(2010) have highlighted the potential of entrepreneurship to drive economic growth, create jobs, and reduce poverty in Africa. However, despite the growing recognition of the importance of entrepreneurship in Africa, the challenges of creating and sustaining successful businesses in the region remain significant. This chapter will examine the role of private enterprise creation in promoting sustainable economic growth and poverty alleviation in Africa, with a particular focus on the opportunities and challenges facing entrepreneurs in the region. The literature reviewed the relevant literature on this topic, and provide an analysis of the emerging trends and perspectives in the field of entrepreneurship in Africa.

The literature reviewed concerned with the development of a systematic and organized body of knowledge that can be used to describe, predict, and explain the behavior of entrepreneurs, the process of creating and managing new ventures, and the environmental factors that influence entrepreneurial activity. Theoretical frameworks in entrepreneurship may draw upon various disciplines such as economics, psychology, sociology, and management, among others, to provide a holistic understanding of the complex and dynamic nature of entrepreneurial activities.

The study by Virtanen (1997) aims to examine why it is challenging to explain and predict entrepreneurship using existing theories. The chapter suggests that the motivation behind an entrepreneur's decision to start a new venture should be highlighted and taken into account when selecting a theoretical framework. The motivation is considered to be a critical factor in different economic and social contexts. The literature argues that small businesses and new ventures can be classified into different categories based on their antecedent variables and environmental characteristics.

This classification is in line with previous studies by Gartner, Mitchell, and Vesper, (1989) Furthermore, the study emphasizes that different theories and methodologies should be chosen according to the context of the research. Thus, the chapter highlights the importance of selecting appropriate theories and methods when conducting empirical analysis of entrepreneurship. Based on this literature, the researcher observed that the study by Virtanen (1997) provides valuable insights into the challenges of explaining and predicting entrepreneurship and suggests that motivation should be considered as a crucial factor in this process. The proponent also emphasizes the need to choose appropriate theories and methodologies according to the context of the research.

Several theoretical frameworks have been proposed to explain the antecedents of entrepreneurial intentions. One of the most prominent is the Theory of Planned Behavior (TPB) proposed by Ajzen, (2011) which suggests that attitudes towards entrepreneurship, subjective norms, and perceived behavioral control are the main predictors of entrepreneurial

intentions. Attitudes refer to the individual's positive or negative evaluation of entrepreneurship, subjective norms refer to the social pressure to engage in entrepreneurship, and perceived behavioral control refers to the individual's belief in their ability to successfully start and run a business. Another theoretical framework is the Entrepreneurial Event Model (EEM) proposed by Shapero and Sokol (1982), which suggests that prior experience and knowledge, perception of opportunities, and personal characteristics such as risk-taking propensity and need for achievement are the main predictors of entrepreneurial intentions.

The EEM emphasizes the importance of environmental factors in shaping entrepreneurial intentions, such as the availability of resources and support systems. The recent research has also highlighted the role of emotions in shaping entrepreneurial intentions. The Affect Effect Model proposed by Welpe, Spörrle, Grichnik, Michl, and Audretsch, (2012) suggests that positive emotions such as excitement and enthusiasm, and negative emotions such as fear and frustration, can influence entrepreneurial intentions by affecting the individual's perception of opportunities and their confidence in their ability to start a business.

The study by Yatu, Bell, and Loon (2018) aims to provide an overview of the research contributions in the field of entrepreneurship education within the Nigerian context. The researchers adopted a systematic literature review approach and analyzed articles published in 20 journals over a 16-year period. The main finding of the study was that while concepts such as skills, intention, drive, and attitude have been used to discuss the outcomes of entrepreneurship education, very little attention has been given to the importance of entrepreneurial mindset. This is in contrast to other studies that have suggested that having an entrepreneurial mindset is a crucial factor in the success of an entrepreneur.

The study also found that entrepreneurship education in Nigerian higher education institutions tends to focus more on creating awareness about entrepreneurship, rather than providing an experiential approach that would help in developing the next generation of entrepreneurs. This finding is in line with arguments made by scholars who stress the importance of hands-on experience and practical training in entrepreneurship education. Another noteworthy finding from the study is that over 80% of the reviewed articles were published in journals that are not ranked or indexed in the ABS journal rankings or the Scopus database. This suggests that there is a need for more high-quality research in the field of entrepreneurship education in Nigeria, as well as a need for greater visibility of research in reputable international journals. In this literature, the researcher observed the need for more research on entrepreneurship education in Nigeria, with a particular

emphasis on the importance of developing an entrepreneurial mind-set and providing practical training and experience to aspiring entrepreneurs.

The study by Asoba, and Mefi, (2020) in South Africa argues that Craft-making has a long history in Africa, and many African immigrants in Cape Town have adopted it as a form of business and employment. However, most of these craft enterprises are small and survivalist, with very few reaching the threshold of small to medium-sized businesses. To understand immigrant entrepreneurship in the South African context, this article presents a systematic review of literature to identify the theories that best explain immigrant entrepreneurship. The study found that immigrant entrepreneurship in South Africa can be explained by various theories, including push-pull theory, social capital theory, and institutional theory.

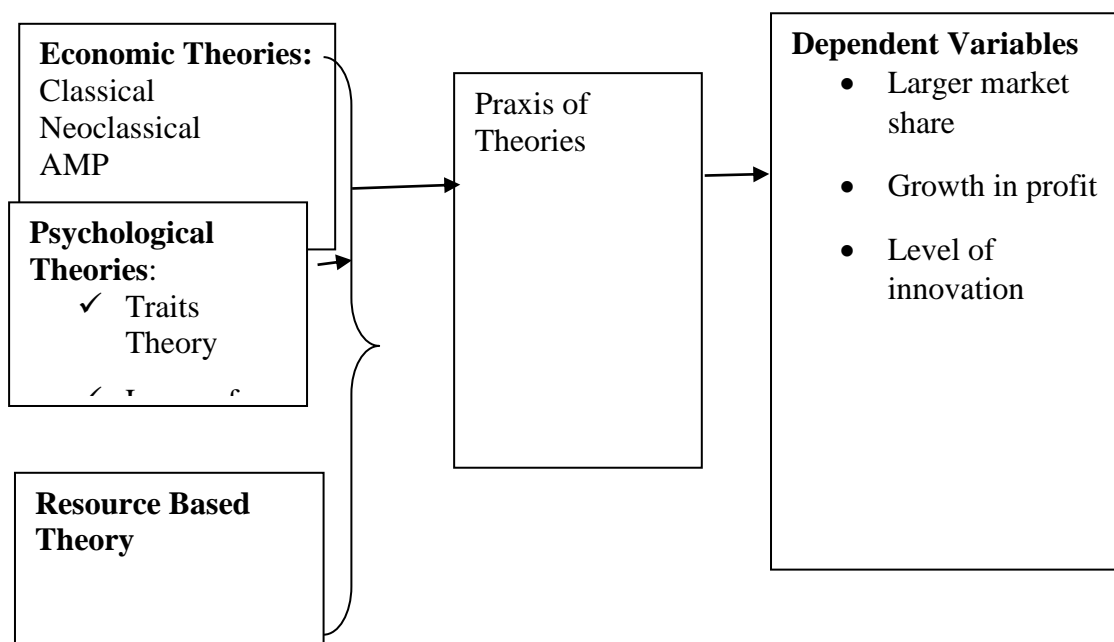
The push-pull theory suggests that immigrants are driven to entrepreneurship due to push factors such as unemployment and poverty in their home country and pull factors such as economic opportunities in the host country. The social capital theory suggests that immigrants rely on their social networks and relationships to access resources and information to start and grow their businesses. Institutional theory explains how formal and informal institutions influence the behavior and decisions of entrepreneurs. Through this researcher observed the importance of understanding the theories of immigrant entrepreneurship in South Africa for policy-making and promoting economic development. The authors recommend that policymakers focus on improving access to resources and information, building social networks and relationships, and creating a supportive institutional environment for immigrant entrepreneurs.(Hedman & Kalling, 2003)

Local perspective, the study by Kamau (2016) looked into how entrepreneurship education affected the expansion of youth-driven small and medium-sized businesses (SMEs) in Nairobi County, Kenya. The importance of SMEs to a country's economy and the fact that they frequently experience high failure rates, with many businesses failing at an early stage, served as the impetus for this research. The absence of entrepreneurial training is one of the factors mentioned for SMEs' failure. In order to better understand how creativity, training programs, and method of delivery affect the business development of SMEs among youth-driven initiatives in Nairobi County, the study set out to investigate these factors. The study used a descriptive research methodology, in which the information gathered was presented without any input from the researcher influencing the conclusions. The study's target group was 7494 youth-owned SMEs in Nairobi County.

The Morgan and Krejcie sampling formula was used to determine the sample size, which was 364. Owners, managers, and employees of the SMEs were among the respondents who were sampled using a multi-stage sampling

method. Data was collected using questionnaires, and descriptive analysis was used to show the reliability, mean, and standard deviation of each of the questions. The correlations between the dependent and independent factors were also determined using inferential statistics. MS Excel and SPSS software were used to analyze the data that was acquired. The research discovered that creativity, training initiatives, and delivery methods.

2.2 Conceptual Framework



Source: Researchers (2023)

The literature survey indicates that academics are still interested in the argument over the value of theory in entrepreneurship. Following are three new motifs that the study found in the literature. The contribution of theory to a deeper comprehension of business. According to a number of studies, theory is essential for comprehending entrepreneurship because it offers a framework for examining the complex and dynamic character of entrepreneurial activities. Theoretical frameworks, according to academics, can help businesses recognize opportunities, create value, and manage risks.

Regarding the actual applicability of the theory in entrepreneurship, some academics contend that theory is not necessary because the theory is irrelevant given the practical nature of entrepreneurship. These academics hold that practical experience is more useful than theoretical knowledge and that entrepreneurs learn by doing. Finding a middle ground: According to some academics, business needs to find a balance between theory and

practice. Theoretical knowledge is crucial for comprehending business, but it should be balanced with real-world experience, according to their argument.

To conclude the literature review shows that the arguments regarding the relevance of theory in entrepreneurship is ongoing, with scholars holding differing views on the topic. The study identified three emerging themes, which suggest that the role of theory in entrepreneurship remains a critical area of research. The study reviewed literature on the literature on the theories in entrepreneurship and quantitative character of the enterprises in which the research came up three objectives' : to find the extend theories in entrepreneurship do explain the phenomena of quantitative aspect of the enterprise, to determine whether entrepreneurship can take place without theory, and lastly, to establish if theories are sufficient to explain the phenomena of entrepreneurship and quantitative character of enterprises.

3.0 Research Design and Methodology

3.1 Research Design

The study will follow quantitative as an approach to examine the theories in entrepreneurship and Quantitative character of enterprises. The researcher conducted a desktop survey of literature review (DLR) on the relevance of theory on entrepreneurship process and practice. The searchers of articles were conducted on google scholar search, and other six electronic databases which the researcher had full text access: science direct /Elsevier, Emerald, Sage, Ebsco, JSTOR and Palgrave. Although these databases do not contain an exhaustive list of all pertinent journals, they do cover a sizable part of the existing database for IS journals. Because the IS domain is multidisciplinary and IS literature outlets are extremely diverse, as Levy and Ellis [29] noted in their guide to a systematic approach to a literature review in IS, it is preferable to perform literature searches across multiple databases. Quality IS literature is dispersed across hundreds of databases, and some of the multidisciplinary databases used in this study are among those suggested by Levy and Ellis. The searcher sampled 200 published articles associated to theories in entrepreneurship and quantitative character of enterprises.

3.5 Discussion

As the introduction of the research chapter states, entrepreneurship has been a highly studied topic in recent decades. Entrepreneurship is a broad area of study and the amount of literature on the topic is considerable. It is possible to find contradicting sources and many authors disagreeing on the topic. Defining the terms of entrepreneurship and the entrepreneur turned out to be quite a challenge and many valuable, yet even conflicting definitions were introduced in this research chapter. For the purpose of this study and the general topic of the chapter, the researcher intended to use a variety of sources from different countries and time periods. Although, as the research is based solely on secondary sources, the author had to rely on the viewpoints taken by the original researchers of these sources.

This created a challenge for the researcher throughout the research process. As the focus of this chapter was the reliance of theory on the entrepreneurship as a practice. Despite a differing opinion, most studied research on theories arrived at the conclusion that entrepreneurship as a process is very complex. Therefore, entrepreneur as driven to act according to the situations, functions, environmental affects the practice. The literature review of the research chapter provided sufficient theoretical framework for the author had three questions.

3.6 Conclusion

The study of entrepreneurship has been greatly enhanced by the development of various theories over the past few years, which attempt to explain the complex and multifaceted phenomenon of entrepreneurship. These theories provide a framework for understanding what drives entrepreneurs and what factors contribute to their success, as well as guiding further research in the field. Moreover, the literature review of studies from 2018 to 2023 has shown that there is a growing interest in the quantitative aspects of entrepreneurship, such as the use of data analytics. and econometrics to better understand the performance of enterprises. This trend emphasizes the significance of incorporating both qualitative and quantitative approaches into the study of entrepreneurship, as they can provide a more complete knowledge of the phenomenon. Although some characteristics overlap, entrepreneurs are more opportunity-driven than the other types outlined. Entrepreneurs are described to have a high level of creativity and innovation combined with a high level of management skills and business know-how. This description excludes other types of actors from the population of entrepreneurs. This could be justified if the researchers deal only with growth-oriented ventures. However, if researchers try to generalize the results into a wider group including all small businesses and ventures the

appropriateness of theory could be questioned. The study recommends further research to explore the correlation between theory and practice in entrepreneurship, and to help with the identification of the best practices for combining theoretical knowledge with practical experience.

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Chapter 14

Dynamics of Terrorism and its Implications on Arid and Semi-arid Lands (ASALs) in Kenya's Counties' Sectoral Development and Research

By

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Abstract

The purpose of this article focuses how terrorism paralyzed the operation of educational sector in the counties of Mandera, Wajir and Garissa. The year 2015 terrorists' act of assassinating civil servants in mayhem travelling from Mandera to their homes in various counties compelled teachers working in those counties not to return to their schools in fear of being butchered the similar way it was done to their colleagues. The problem Teachers Service Commission force the teachers to go back and affected teachers vowed not go back, leading to pupils in North Eastern suffering in the education sector. The objective is to study why Teachers Service Commission not willing to transfer the affected teachers and recruit new ones who willing to go and work in those counties and promote sustainable development in the education sector. Second to study whether there is correlation of terrorism and religious status of teachers in North Eastern. Terrorism can be experienced anywhere in the world, but scholars and academicians ask why is it rampant in specific regions or counties. The research applied analytical survey method and data collected from respondents by use of in-depth interview through convenient random sampling in the counties of Garissa, Wajir, Mandera, Sambura, Turkana, West Pokot, Lamu and Baringo. The results show the civil servants fear to go and work in those counties because of terrorism acts leading insecurity affecting development. Terrorism has affected the educational system in North Eastern, leading retardation of county development. There is need to train large numbers of teachers who would persevere working from their own environment.

Key words: Development, Education, County, Marginalization, Nonviolence, Terrorism

Dynamics of Terrorism and its Implications on Arid and Semi-arid Lands (ASALs) in Kenya's Counties' Sectoral Development and Research

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Introduction

Terrorism is one of the forms of anti-social behavior as forbidden by and state in the world. The word terrorism has its origins in the French Revolution of 1789, when the aristocrats and ordinary citizens were hunted down by political authorities and executed by the guillotine (Giddens, 2011). According to Laqueur (2003), the term 'terror' was not invented by the revolutionaries themselves, but by the counter-revolutionaries: the people who despised the French Revolution and what it stood for, and who believed that the blood-letting which went on was a form of terrorizing the population. Giddens (2011) observes that "the term 'terror' was used extensively in twentieth century by Nazis in Germany or the Russian secret police under Stalin. According to Zanden (1990) terrorism is viewed as the use of force or violence against persons or property to intimidate or coerce a government, a formal organization, or a civilian population in furtherance of political, religious or social objectives.

Most terrorist incidents which have occurred in Kenya involve blowing up of houses, throwing grenades, killing people and seizing hostages. The chapter focuses how terrorism has paralyzed the operation of educational sector in the counties of Mandera, Wajir and Garissa. Thus, Revolutionary terrorists, may be regarded as deviants from the standpoint of established social groups like Al-Shabaab), but they are seen very differently by members of their own political movement (Fulcher and Scott, 2011). Fulcher and Scott (2011), terrorism is a political action against the state and its citizens that pursues its goals through extreme violence, often on a spectacular or mass scale, and that is generally criminalized legislation, prescription, and exclusion. Terrorism is a crime committed in the society. A crime is great social problem facing every society globally. Thus, crime is an act forbidden by law of the land and for which penalty is prescribed. Most terrorist incidents which have occurred in Kenya involve blowing up of houses, throwing grenades, killing people and seizing hostages. In many respects, terrorism is an extension of that approach by people who lack the armies of the state (Cordes, 1986] more recently in Kenya; we have come to see terrorism as a new mode of warfare with devastating implications on sustainable development on the counties mostly affected.

In 2015, the terrorists act of assassinating civil servants in a mayhem when travelling from Mandera to their homes for holidays, compelled the teachers working in North Eastern counties of Mandera, Wajir and Garissa not to return to their stations (Schools) in fear of being butchered the similar way their colleagues was done. Their no return affected the education system and operation in those counties. It should be noted, education is key for development, and a village where there are learned people its respected by other villages. There is a Kisii proverb “a village which is attacked by its neighbors has no men” this connects to North Eastern counties where there is little or no sustainable development in terrorism prone areas because of fear throughout the year. Terrorism can be experienced anywhere in the world, but scholars and academicians have critiqued why it is rampant in specific regions in some counties.

Terrorism serves as an avenue of political expression for some militants whether they are motivated by ideology, ethnicity or religion. However, what distinguishes it with contemporary terrorism is not so much of its motivation or purpose but rather the extent of the state involvement in carrying out well-planned and highly destructive acts against adversary nations (Zanden, 1990). Since late 2011, Kenya has seen an upsurge in violent terrorist attacks.

Kenyan government officials asserted that many of the murders and blasts were carried out by Al-Shabaab in retaliation for Operation *Linda Nchi*, a coordinated military mission between the Somalia militant and Kenyan military that began in October 2011, when troops from Kenya crossed the border into the conflict zones of southern Somalia. According to Kenyan security experts, the bulk of the attacks were increasingly carried out by radicalized Kenyan youths who were hired for the purpose. Kenya security officials also indicated that they were part of death squads, which carried out many of the killings under the orders of a government security council. By mid-2014, the cumulative attacks began affecting Kenya’s tourism industry in the Coast region especially Lama and Kilifi Counties, as Western nations issued travel warnings to their citizens (Macharia, 2014). This affected operations in major sectors meant for development including education. According Okebiro (2014), “sustainable development will not be sustained in any sector of devolved government without public participation and also public participation will not be exercised if the citizens are disrupted by terrorists’ attacks”.

There is no public participation where there is terrorism. Attempts have been made to define sustainable development and although there is no universally acceptable definition of what sustainable development entails in sectors (Sharachchandra, 1991). It is realized sustainable cut across the borders to include public participation to embrace the sustenance of natural

resource systems, institutional development, and appropriate management skills, economic, ethical and socio-cultural and psycho-political concerns of any county in Kenya, which has been affected by terrorism.

Statement of the Problem

The problem is when the terrorist kill or assassinate people, and the operation take approximately one hour and escape. The question which is posed, where are the security officers? Because of insecurity in those counties, terrorism has led to marginalization of counties by the civil servants. This has affected the sector development in education, social, economic, political and religious systems which facilitate sustainable development in those counties. Teachers Service Commission, which is a responsible for recruitment, placement and discipline of teachers, force the teachers to go back to teach in their station after the incidence of terrorism and affected teachers vowed not go back, leading to non-teaching and learning among pupils in the public and private schools in North Eastern and affecting development in the education sector.

Objective of the Study

The objective is to study why Teachers Service Commission not willing to transfer the affected teachers and recruit new ones willing to go and work in those counties and a consequence promote sustainable development in the education sector. Secondly to study whether there is correlation of terrorism and religious status of teachers in North Eastern.

Literature Review

Globally, the terrorism act on 11th September 2001 in U.S.A shocked the whole world, when a passenger plane making a routine flight across the United States was hijacked by terrorists and flown into the North Tower of the world trade Center in New York (Giddens, 2011).According to Giddens (2011) noted “minutes later, another hijacked plane hit the south Tower, within an hour causing both buildings to collapse and killing thousands people. Approximately an hour later, a third plane was flown into the Pentagon, the headquarters of the U.S.A military near Washington, DC, killing hundreds of people. The fourth plane heading for the white house in Washington, DC, the seat of executive power in USA, crashed into the field in rural Pennsylvania after the passengers took on their hijackers and defended themselves majestically and hijackers feared declining with devastating effects. In the context of the US-led ‘war on terrorism’ and the search for Islamic militants in eastern Africa, the United States of America (USA) as well as the United Kingdom(UK) ignored then president Daniel Arap Moi’s poor human rights record in favour of renewing a military

cooperation agreement that allowed British troops to use bases in Kenya (Francis,2008).

Terrorism Events in ASALs and Nairobi (2012-2015) and Implication on Education and Commerce

In Kenya there are a number of terrorist acts occurred, such as Garissa University terrorism act, more than 200 students of Garissa Teachers Training College sought transfers following the killing of 148 students and workers at Garissa University College. But certain developments had been set in motion. On October 1, Somali gunmen abducted Marie Dedieu, a recovering cancer patient and paraplegic Frenchwoman, from her beachfront residence on Kenya's Manda Island. Al-Shabaab was widely blamed, despite a denial from the group and a lack of evidence.

On October 13, Shabaab kidnapped two Spanish aid workers for Doctors without Borders in the Dadaab refugee camps of north Eastern Kenya and took them into Somali territory. The Kenyan government noted that Al-Shabaab was on a kidnapping spree aimed at destroying Kenya's tourist industry and destabilizing the country. October 16, Kenyan government responded and sent an estimated 2,500 troops across the border into southern Somalia for the start of "*Operation Linda Nchi*" or "Operation Protect the Country." Top officials portrayed the incursion as a response to the recent kidnappings. Fearless politicians in Kenya especially Defense Minister Haji told a news conference that "If you are attacked by the enemy, you have the right to pursue that enemy," (Elbagir and McKenzie, 2011; Bryden, 2014). Similarly, Prime Minister Raila Odinga noted, "The cost of inaction will be much higher than the cost of acting now" (Elbagir and McKenzie, 2011; Watts, 2015). But analysts were skeptical of the government's official statements.

US State Department cables released through Wikileaks showing that as early as November 2009, Kenyan officials were trying to get US backing for an incursion into southern Somalia. A delegation led by Kenyan Foreign Minister Moses Wetangula made an especially hard plea to US Assistant Secretary of State Johnnie Carson on the sidelines of the African Union summit in January 2010. Wetangula argued that the plan would weaken Al-Shabaab, help the TFG, and push back the threat to Kenya's border regions. Carson tried to persuade Wetangula to take a different strategy, noting the incursion would likely be more expensive and cause more complications in both Somalia and Kenya than Kenyan officials could possibly anticipate (Yates, 2010; Kushkush and Gettleman, 2014). In public, Al-Shabaab played the nationalist and Islamist tactics, trying to stir up Somalis' hatred of another band of invading foreigners. Hassan al-Turki took led the troop and said "I call on all Somalis to stand united against this bloodthirsty enemy that

has crossed into our territories and the apostate Somali militants helping them,” (Maruf, 2016). But Marchal said that in private, Al-Shabaab leaders were somewhat perplexed, given that Kenya had given them a free hand for so many years. “When Kenya decided to send troops into Somalia, AL-Shabaab leadership were confused, saying, ‘Why is Kenya doing that? ‘Quoting, ‘We are friends, we live together, you should not occupy us, and we don’t want to do anything bad, so why start a war that has no need to exist?’” (Goin 2015).

In the first week of November, Kenyan troops and their local allies captured Qoqani and a number of other smaller towns. At the same time, Kenya was looking to secure a truce, according to Mukhtar Robow. Mukhtar Robow said Kenyan officials sent intermediaries to him three times, twice before troops entered Somalia and once after seeking to open negotiations. Robow was open to the proposal because, saying, fighting Kenya would be an extra burden for Al-Shabaab. Godane, was always suspicious of Robow, rejected the first two Kenyan offers but accepted the third after Robow asked Al-Shabaab defense chief Farhan Kahiye to deliver the offer to the emir, who assigned political chief Hussein Dayniile to deal with it (Yusuf,2015). Negotiations soon stalled, and Godane said “we can’t make a truce with them unless they go back to their border”. According to Robow, “When Kenya heard Al-Shabaab demand the troops go back to their border, they declined and noted “we can’t go back to our border, we are into this mission with other countries, and we sacrificed men and wealth. Tell us something to hold on to [as a face-saving measure.” The two sides evidently couldn’t agree on what that measure would be, for the Kenyan troops soon advanced further into Somalia and captured the town of Afmadow (Maruf, 2016). Once the war was on, Al-Shabaab didn’t hesitate, clashing with Kenyan troops in southern Somalia and vowing to make its new enemy pay through attacks on Kenyan territory.

The first attacks took place October 24 in Nairobi, when grenades were thrown into a bar and into a bus terminal, killing six people. The suspect arrested by Kenyan police for the attacks admitted to being an Al-Shabaab member. After that, grenade and shooting attacks became a disquieting feature of life in Kenya paralyzing education, business and other daily operation, with the assailants usually targeting bus stations, churches, or nightclubs. According to a leaked report prepared by Kenya’s National Intelligence Service (NIS) for top Kenyan officials, a pro-Shabaab preacher in Eastleigh, Sheikh Hassaan Mahat, was hiring criminals to throw grenades at public transport vehicles and other targets (Al Jazeera, 2013).

The report indicated that for a successful attack, Mahat paid five thousand Kenyan shillings, about \$50 in 2017 dollars. Those who tried but failed still got two thousand shillings, or \$20. Sometimes, Al-Shabaab

claimed responsibility for attacks, for example on February 19, 2012, killing a police officer in the town of Garissa, in northeastern Kenya. On July 1, 2012, a masked gunmen opened fire in two churches in Garissa, killing seventeen people and wounding sixty. Perhaps inevitably, many Kenyans began to harbor anger and suspicion against the Somali community. After a blast in November that killed seven people on a bus in Eastleigh, angry mobs of young Kenyans attacked and looted Somali-owned houses and businesses. Police then unleashed a wave of attacks on the community, subjecting Eastleigh residents to rape, beatings, torture, theft, and extortion. By the time the campaign died down in early 2013, thousands of people had fled the area. In spite of the attacks and the unrest, Kenyan forces remained in Somalia, helping African Union forces drive Al-Shabaab out of the urban areas, most notably Kismayo (Al Jazeera, 2013).

Kenya managed to defray some of the costs by wrapping its mission into AMISOM, effectively enabling the US and Europe to pay its troops. The mission stayed put even after Uhuru Kenyatta replaced Mwai Kibaki as president after the surprisingly peaceful March 2013 elections. All the while, Al-Shabaab was trying to mount a large-scale terrorist attack in Kenya as a form of retaliation. The leaked Kenyan intelligence report, made public in October 2013, said that Al-Shabaab had inserted Amniyat operatives into the country for potential attacks on a variety of targets, including the parliament building, an air base, Nyayo National Stadium, the Gulf Hotel (a frequent meeting spot for Somali intelligence agents), and various bars, bus stations, and nightclubs. But the reports made no further reference to the Westgate Shopping Mall. Under the new management, Al-Shabaab increased its attacks on Kenyan soil and areas along the Kenya-Somalia border. Besides striking back at the Kenyans, the strategy had two apparent objective one, winning new jihadist recruits through high-profile attacks and two, inflaming relations between the country's Muslim and Christian communities (Maruf and Joseph, 2018).

In November 2014, Shabaab fighters halted a bus near the border town of Mandera. Passengers were made to disembark and lie on the ground, and then they were told to recite a verse from the Quran. Those who could do it were spared. Those who couldn't were shot at close range and killed twenty-eight passengers all non-Muslims. The following month of December 2014, Al-Shabaab attacked a quarry camp in Mandera County and again, separated the workers by religion and thirty-six were slain, most of them Christians. That attack prompted Kenyan President Uhuru Kenyatta to fire the country's interior minister and force the resignation of the chief of police. There is Loss of lives as hundreds of Kenyans are killed, injured in the terrorists' attacks back to January 2013. This includes the January 4th, 2013 terrorism incident occurred at Dagahale in Garissa where two people were

killed and seven others wounded in a grenade. The grenade was hurled from a saloon car, targeted people chewing Miraa in a tent. Also the January 16th, 2013, Al-Shabaab terrorists shot five people dead at a restaurant in Garissa, three people were injured and the victims included a senior prison warder, fitting a pattern of attacks targeting security forces. On April 18th, 2013, four armed men entered the Kwea Hotel in Garissa and shot at the occupants killed six people and other people were injured. Similarly on September 21st, 2013, gunmen stormed into Westgate shopping Mall in Nairobi and killed sixty-seven people and the four gunmen were killed by the Leck squad.

On April 23rd, 2014, a car explodes outside the Pangani Police station, Nairobi, killed two officers and two suspected terrorists. The two officers had boarded the vehicle with the aim of directing the driver to the station after a traffic offence. Another terrorism act occurred on November 22nd, 2014, a total of twenty-eight people mostly teachers and government workers headed to Nairobi for December holidays were killed after the terrorists hijacked the bus, they were travelling in. It was noted On April 2nd 2015, the Al-Shabaab raiders entered into the Garissa University college and opened fire on students, killing one hundred and forty-eight and five hundred students were rescued and seventy-nine students were injured (Daily Nation, April 3rd, 2015). For Kenya, worse was yet to come.

In the early morning hours of April 2, 2015, students in a high school, were jolted awake by the sound of gunfire. Four masked gunmen, wearing fatigues and carrying AK-47s, had shot their way past the school's front gate, killing two guards and injuring two others, and were now firing on anybody they saw. They entered a classroom, where students had gathered for Christian prayer, and shot more than a dozen people. Then they made their way inside a three-story school dormitory known as Elgon B. The building became a scene out of a horror movie, as students tried to flee, only to find shooters in the hallways and school-installed security bars blocking escape through the windows.

Witnesses who survived by hiding say the gunmen went from room to room calling out occupants; those perceived or identified as Christian were murdered on the spot. At one point, gunmen herded helpless students into a common room, had them lay face down, and systematically shot them in the back of the head. By the time police killed the assailants after a fifteen-hour siege killed students in their late teens and early twenties. It was the single deadliest attack Al-Shabaab had ever carried out and it confirmed for the world that the group's tactics had not changed under the new leadership.

The assault pushed Al-Shabaab back into the headlines and deeply embarrassed the Kenyan government. Less than a week before the massacre, the new interior minister, Joseph Nkaissery, complained to the media about

heightened travel alerts from Britain and Australia, saying the countries were trying to damage Kenyan tourism. After the attack, Nkaissery admitted in parliament that police had received warnings about the attack but essentially ignored them. According to Marchal (2016), the government quickly offered a reward of about \$200,000 for Dulyadeyn, who it fingered as the mastermind of the attack. These attacks would have accomplished little had they just garnered Al-Shabaab some publicity. But it appears they helped bring in new members. In the weeks after the Garissa massacre, Al-Shabaab conducted a recruitment drive in the central Kenyan town of Isiolo. By late May, some two hundred boys were missing from the town and presumed to have joined the militants (Maruf, 2017).

According to Robow (2017) Perhaps emboldened by Garissa, Al-Shabaab went back on the offensive in Somalia. Its first targets were Mogadishu hotels and restaurants. Al-Shabaab had attacked such establishments before, most notably in the bombing of the Hotel Shamo in 2009. But now the attacks became a core part of the group's strategy to intimidate officials, diplomats, and businessmen in Mogadishu. The wave of attacks began with a car bomb in January 2015 outside the SYL Hotel, where a Turkish delegation was staying. Two security officers and a hotel employee were killed. A month later, Al-Shabaab assaulted the larger Central Hotel with two car bombs and a pair of gunmen who charged inside and opened fire, and twenty-five people died. Many similar attacks followed, most of them killing between ten and thirty people and doing significant damage to the buildings.

On July 2015, bomb ripped off an entire side of the six-story Jazeera Palace Hotel, a city landmark that housed several foreign embassies. Meanwhile, the AMISOM push of 2014 had stalled. Kenyan troops accompanied by Somali forces had been slated to move toward the town of Jilib in the Middle Juba region, but the KDF never got past the village of Bulogudud. Al-Shabaab's heavy presence and the thick jungles in the region may have forced KDF commanders to back off, fearing high casualties. Another setback came in December 2014 when Sierra Leone decided to remove its 850 troops from Somalia, as a massive Ebola outbreak back home made it impossible to reallocate new soldiers to the force (Maruf and Joseph, 2018). According to Chomsky (1989:103), "It is the hallmark of a terrorist culture that observations such as these may never be expressed, and must be incomprehensible when voiced far from the mainstream, where elementary rationality and minimal honesty are not excluded as intolerable affronts to decency".

Methodology

The research applied analytical survey method and data was collected from respondents by use of in-depth interview through convenient random sampling in the terrorism prone counties of Garissa, Wajir, Mandera, Sambura, Turkana, West Pokot, Lamu and Baringo. The survey tool was developed using a combination of existing scales across three key areas that is change management (Victor and Franckeiss, 2002), employee involvement (International Research Group, 1976) and organizational justice (Cobb, Folger and Wooten,1995 and Peterson, Green and Carey,2002).

Presentation of Findings

The research found that there is no correlation of terrorism and religious status of teachers in North Eastern. The research found that there is no sustainable development in the regions where terrorism is rampant. Terrorism can be experienced anywhere in the world, but scholars and academicians have critiqued why it is prone in specific counties. The civil servants feared to go and work in those areas and lead to unsustainable development due to poor human resource management. This has affected the social, economic, religious and political systems in those counties.

The results are, teachers refused to go back and paralyzed the operation of educational system. First, Teacher's refusal return to working station- In Garissa, Mandera and Wajir more than one thousand, none indigenous teachers refused to return to work since January for fear of terrorists attacks. And as a consequence, second, closure of public schools- More than 95 public schools have been closed countrywide because of insecurity. Out of 23 are secondary schools. Baringo, West Pokot and Turkana counties have been hit by cattle rustling that have left scores dead and several schools closed. Thirdly, effect on learning system in contrast to other counties- Education cabinet secretary admitted that learners in conflict counties would find it difficult to compete with the rest of the county.

In Kenya the civil servants fear to go and work in terrorism prone counties because of insecurity and terrorism acts leading to those regions lagging behind in sustainable sectoral development. There is unsustainable development ASALs in the counties of Mandera, Garissa, Wajir, Sambura, Turkana, West Pokot and Baringo because of insecurity. The implications of the terrorism are categories in two broad areas: internal implications and external implications. Internal are those which affect the individual and the community who would be involved in development for example the businessmen within the affected area by terrorism, on the other external are those implications which would affect other individuals in relation to sustainable development from outside for example civil servants who come from other counties for the purpose of work. The internal and external

categories of implications wholesomely affect the people, the community and country as a whole because of social, psychological, economic, religious, and political effects on sectoral development.

The implications would have impacts on three classified levels: local, national and international, in relation to sustainable development. An implication on Local level refers to those which are felt within the area leading localization and marginalization. An implication on national level refers to those which are attached nationally for example the Closure of Garissa University College for a period due to the terrorism incident of killing students. The implications on the international refer to those which would affect the foreigners in relation to visiting terrorism prone areas and affect tourism industry. The research chapter focuses on the implications and discussion would be based the sector economy on which is affected.

The implications of terrorism are affected in the educational sector, Agricultural sector, Fishing Sector, Tourism Sector, Security sector, Health sector, Transport sector, commercial sector which are key to sustainable development nationally in the county.

First education sector is affected in the following: The civil servants (teachers) non-indigenous in North Eastern, refused to return to their working stations or schools in fear of insecurity. This as a consequence leads to learners to suffer because they remain not taught and learning paralyzed in the education system in primary and secondary levels. The shortage of teachers has the following implications on the educational systems: (i) students especially candidates lack teacher's adequate preparation for national examinations due to missing or lack of teachers. (ii) Students are compelled to drop practical subjects such as computer, agriculture, home science, which need adequate supervision from their subject teachers who refuse to return to work in fear of terrorism acts. (iii) given the fact that there are shortages of teachers in sciences especially physics, biology, chemistry and mathematics, as the teachers do not like working in ASALs has a negative implication on those counties in other sectoral development process. (iv) The leaders from the terrorism prone region, urge the stakeholders in education, to integrate the students (candidates) who register in home science, agriculture, computer and so on to other schools where the teachers are available to prepare them for the national examinations. This had implications on cost of transfers and accommodation logistics.

Second, Tourism sector; due to terrorism acts, more than 3000 hotel workers in Lamu County are jobless following the closure of the six beach hotels. The resorts were shut down due to lack of internal guests (tourists). According to Tourist association-chairman, the year 2014, Europe tourists have been shunning Lamu due to terrorism and threats issued by Al-Shabaab. Also the Travel advisories issued by United Kingdom, United

States of America, France and Australia diplomats in Kenya contributes to tourism sector slump in Lamu region (Daily Nation, 26th March 2015). Third, Fishing Sector; due to terrorism acts affect Fishing Industry in general for example, fishermen in Lamu region counted losses as their catch went into a waste, due to lack of a market occasioned by the hotels' closure. The fisherman noted that lobsters and prawns rotted as a few locals could afford the sea foods, at the hotels. Most of the fishermen languished in poverty as buyers were hard to come by due to the fear of being attacked by terrorists.

Agricultural sector in ASAL region, especially farming is done in specific areas, but Livestock and poultry is practiced in large scale because of the climatic conditions. Therefore, farmers in Mpeketoni in Lamu County were hit hard by the low tourism industry due to hotel and restaurants close down. They normally sold beef, milk, and eggs and chicken to the hotels but this was affected by none commercialization and commodification of goods when no more establishments due to terrorism acts leading frequent closed down.

Terrorism acts had implications in the transport sector because Charter flights are the lifeblood of the Coast Tourist circuit which either was suspended or withdrawn in the wake of the travel advisories. There were between 5 to 7 Charter flights per week from key source markets in Europe to Lamu and Mombasa for commercialization of commodities and services. In contrasts with 2007 when Mombasa used to receive up to 40 Charter flights per a week. There are no flights from Italy currently touching down and this starve Malindi town of businesses. Twenty-four hotels shut down and several others scaled down their operations in the wake of travel, advisories, which date back to previous years.

Discussion and Conclusion

In Kenya, the implications of terrorism are like a web which is connected to all aspects in all sectors in the county a, national and globally. For any development and economic growth to be realized, peace and harmony must prevail. According (Akampurira, 1997), economic growth is the persistent increase in a country's output, it is a measure of the amount of goods and volume of services produced in a particular period of time. It refers to the process of increasing the gross domestic product (GDP). GDP is the money value of goods and services produced in a country in one year. Thus, terrorism acts affect the GDP of the region as well as the county and country at large extent. Economic development is affected due to terrorism acts because sector development refers to a combination of economic growth plus the factors which may bring about the growth output (Akampurira, 1997). Sectoral development is cumulative process which may have implications on

cultural changes, social changes, economic transformations, educational reforms and political revolutions.

The study notes that for many people “peace” has been understood as the absence of violence, conflicts or terrorism acts. By this, always people usually mean the absence overt of physical harm, to persons and properties which emanate from wars, riots, murders, vandalism, and so on (Assefa, 1993). This approach to peace has been characterized as negative peace since its focus is on the absence of violent conflict and war or terrorism. One major shortcoming of this conception of peace is that in its preoccupation with controlling overt violence it may condone or perpetrate another kind of more covert violence which has been called structural peace (Galtung, 1969). Structural violence has been defined as social and personal violence arising from unjust, repressive, and oppressive national or international political and social structures.

According to this view, a system that generates repression, abject poverty, malnutrition, and starvation for some members of society while other members enjoy opulence and unbridled power inflicts covert violence, except that it does it in more subtle ways. In other words, in terrorism, it is not the gun that kills only but lack of access to basic means of life and dignity does the same thing (Wehr, 1979).

ASALs counties where such terrorist’s incidence occurs lag behind in sustainable sectoral development, if the terrorist’s acts are not suppressed. According to Zanden (1990), terrorists are often teenagers and young adults who experience a strong sense of political powerless, unemployed and helpless that boils into burning rage leading to hopelessness. When they see themselves as acting to save the world and destroy evil (Cordes, Coleman, 1986), and get encouraged to act again and again. A common feature of contemporary terrorism has been the extent to which it has become a media event. Terrorism is usually aimed at a media audience, not the actual victims. So terrorists undertake spectacular, attention-grabbing events to ensure the television, radio and the press will tell their story, escalating the violence as necessary to hold public attention (Zanden, 1990).

Measured in terms of the worldwide attention, terrorism garners and not in terms of number of lives lost, the method can be quite effective in the amount of interest it generates at relatively low cost to the perpetrators (Rubin and Friedland, 1986; Shipler, 1987). Mahatma Gandhi applied “non-violence” philosophy, which encompass the following requisites: truth, inner purity, fasting, fearlessness, non-possession and perseverance. “Ahmisa stands for the ultimate deliverance of man from the bondage of the flesh so that he may attain the state in which life is possible without which the necessity of a perishable body whose sustenance inevitably involves destruction”. (Dhawan, 1976), to Gandhi “the injunction ‘love your enemies’

is not only the noblest idealism, it also the most practical politics.” He was of the view that the highest violence can be met by highest nonviolence. Hence non-violence is a ‘bravery of the soul’, a warfare of the ascetic’ and Dhawan an ‘adventure in love’, it is a positive, dynamic and constructive. According to Sen (1976), “Ahmisa is a weapon of matchless potency.”

The study concluded that terrorism acts have affected the educational system in North Eastern, leading retardation of sector development because teachers fear to work in terrorism prone regions. The Kenya National Union of Teachers (KNUT) chairman- assured the public that teachers will not work in areas affected by insecurity such as Northern Eastern region. Therefore, the government must address the issue of insecurity as a matter of urgency. This has an implication on development because the civil servants would risk going and working in areas where they might lose life. Life is important than work. The civil servants (teachers) non-indigenous in North Eastern and ASALs regions refuse to return to their working stations or schools in fear of insecurity. As a consequence, leads to learners suffering because of lack of teaching and learning activities in the education sector in primary and secondary levels. The shortage of teachers has the following implications on the educational sector: the cost of transfers and accommodation logistics.

The study concluded that the civil servants were obedient to accept orders from the terrorists as evidenced from the killings of teachers and other travelling from Mandera for December holidays. In this sense obedience refers to the situation of a person accepting and abides by the commands from the terrorists. This is illustrated from at the Mandera incidence where civil servants were ordered and commandeered to lie face down and without shaking and waited for merciless gunshots without any resistance. They became obedient and were short from one person to twenty-eight people.

Furthermore, it is concluded In ASALs regions in Kenya, the factors that encourage the youth to engage in banditry and cattle rustling and terrorism in the conflict prone areas such as: unemployment; cultural factors that encourage the young initiates and men to engage in cattle rustling; high bride price which compel the youth into terrorism acts especially those who need to marry look for wealth; and livestock is a measuring parameter for wealth and is a symbol of authority in ASALs region, should be discouraged.

Recommendation

Government: to train and employ large numbers of teachers who would persevere working from their own environment. The government should also consider measures such as recruiting teachers who undergo a military training and sending them to perform dual duties of teaching and providing security. Similarly, the government to increase security officers and train

them vigorously on the terrorism, conflict and disaster management courses. The rescue squad should be increased in number and assigned their own helicopter to be used during emergency.

Civil servants: the Kenyan civil servants should be prepared in working anywhere and when disasters occur should try to manage them through disaster management continuum. For example, the civil servants who were short in Mandera bus incidence, could have resisted, and would have disrupted the terrorist's acts and in the course of resistance would have saved a few people. Therefore, it is recommended if it is discovered or established that it a terrorist's act, it is wiser to wage a conflict or a war of resistance before one die, after all, she or he will die!

Youth: The youth in arid and Semi-Arid lands (ASAL) areas should be engaged positively by: (i) encouraging them to go to school in large numbers for future sustainability of education sector (b) affirmative action in employment, recruitment and admission to schools and tertiary institutions. (c) Counseling, mentoring and spiritual nourishment should be encouraged among the youth.

Terrorists: it is recommended the terrorists to apply Mahatma Gandhi's "non-violence" philosophy, which encompass truth, inner purity, fasting, fearlessness, non-possession and perseverance. Truth-is the basic factor of non-violence, 'God is truth' but to 'truth is God'. In this sense truth quenches untruth, as love quenches anger, as self-suffering quenches violence. Inner purity-a true believer of *Ahmisa* is expected to observe inner purity as non-violence is to be warfare of the ascetic, and prepare self-discipline, civility and inner purity. Fasting-is an agent of self-purification and an instrument of national penitence. Fasting cleanses the body, mind and soul. It crucifies the flesh and to the extent sets the soul free". Fearlessness (*abhayam*)-Gandhi pleaded for the heroic non-violent action of the brave, and wanted a non-violent soldier to develop in him moral courage and strength, demonstrating a resolute of strength of heroic soul which declines to injure anybody. Non-possession -a non-violent person's life is always at the disposal of him who would take it, for he knows that within him never dies...the more a man gives his life, the more he saves it. Perseverance-a non-violence and believer in *ahmisa* should cultivate a divine patience and perseverance.

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Chapter 15

The Impact Of Covid-19 On Student Activism And The New Direction At Higher Education In Zimbabwe

By

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Abstract

Over the years' students have often been in the streets advocating for their rights Nietzel (2020), but ever since the COVID -19 pandemic struck new measures have come into place. Student activism worldwide also found a platform on social media to raise awareness and bring attention to support some of their own on social, economic and environmental justice. Fifty students and 10 student leaders were interviewed online from two local colleges and one university in Masvingo Province. Purposive sampling was used to sample the participants. Students were found to be advocating for equality in the provision of learning resources, safe living environment, increased financial aid and involvement in all levels of policy making. They fight for both the vulnerable and well-off students as some are located in different regions across the globe Raynolds (2020), depriving those from places with poor internet connectivity. Students demanded flexible time to attend online lectures and instructions and that administrative leaders regard the well-being of students with equal measures. Institution administrators are encouraged to provide the necessary resources to enable student activism to function digitally.

Key words: Zimbabwe, Student activism, COVID-19, online, students, justice

The Impact Of Covid-19 On Student Activism And The New Direction At Higher Education In Zimbabwe

By

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Introduction

The emergence of COVID-19 across the world led to closure of learning institutions following the public health officials' advice of social distancing as a way to flatten the infection curve and minimise total fatalities from the disease (Glassman, Chalkidou & Sullivan, 2020). Students globally endured an unprecedented 2019-2021 school year of uncertainty triggered by the pandemic. This revealed gaps in higher education policies and student safety nets highlighting challenges faced by vulnerable students hence students' activists had to come together and take up the slack themselves. This challenging event motivated student activists' commitment to journey with students through hardships, equipped with unequal learning resources to navigate uncertain circumstances ahead (Wong & Moorhouse 2020). Such measures seemed more urgent as higher education crises of affordability, racism, housing and food insecurity were intensified by the COVID-19 crisis, and students who were already in need would likely feel the most intense fallout.

Statement of the Problem

The COVID-19 pandemic exposed and exacerbated significant challenges within higher education systems globally. The necessary public health measures, such as social distancing and campus closures, created unprecedented disruption to the traditional learning experience for students.

This upheaval revealed key gaps and weaknesses in institutional policies and support structures for students. Many students, especially those from vulnerable or marginalized backgrounds, faced heightened challenges around access to technology, housing and food insecurity, racial inequities, and overall affordability of their education. The study highlights how these compounded crises motivated student activists to step up and try to fill the gaps left by institutions. Student activists worked to support their peers through these difficult circumstances, providing resources and advocacy that institutional safety nets failed to deliver.

This speaks to a larger systemic problem within higher education. The pandemic crisis laid bare the inadequacies of many universities and colleges to properly support the holistic needs of their student populations,

especially marginalized students already facing socioeconomic barriers. The increased activism reflects students' determination to make up for their institutions' shortcomings during an exceptionally challenging time.

Ultimately, this statement of the problem underscores the urgent need for higher education institutions to reassess and reform their policies, support systems, and overall approach to student welfare. The pandemic experience revealed critical flaws that must be addressed to ensure equitable access and opportunity for all students, both during times of crisis and beyond.

Review of Related Literature

It is challenging enough to understand the history of student activism in a single country as it is far more problematic to focus on the phenomenon in a worldwide perspective. Before COVID-19 hundreds of thousands of college and university students' protests were marked by anger over an array of perceived wrongs. Student activists would come together to protest against police brutality, racial injustice with associated widespread poverty, campus buildings, institutional racism, federal actions taken against international students, decisions by college administrators themselves involving curriculum, growing outrage over tuition at institutions that are not offering face to face instruction or other valued campus experiences and institutional investments. The activism took the form of peaceful marches and silent vigils to occasional outbursts of rioting and property destruction. Just like in the '60s, during the last decade, the increase in student activism globally has confirmed the potentially powerful role of students in generating social change (Altbach & Klemenčič, 2014; Brooks, 2017).

Due to higher education massification, many argued that student activism would disappear in this era but students remained a potent political and social force and only changed their modes of involvement. Previously the academic community was particularly concerned with pressing for democratic rights against absolute monarchies and in developing a broader nationalist focus for the movement. Right now it is important for the academic community to understand activism, as students have been key actors in movements for college and university reform and have also disrupted academic institutions. Protests in many countries are a reminder of the importance of understanding the political movements that emerge from campuses, Philip et al (2014)

Moreover, the activists themselves should be fully aware of the history politics and potential of students' protests, and movements since, as has often been said; those who do not know the past are doomed to repeat it. Student activists are generally criticized for being self-centered in their demonstrations mainly advocating for issues of their situations putting their identities when arguing that institutions should be free spaces where no

student should experience discrimination, distress or harm for example level of tuition and student debt, ignoring wider social aspects (Sukarieh & Tannock, 2015; Fox, 2016; Williams, 2016). According to Ben- Porath, (2017); Palfrey, (2017), democratic engagement is not a question of political influence both within the field of education and beyond but also has to revolve around the creation of spaces for continuous and collective self-education and experimentation. The student activists are always searching for new literature and strategies to address inequality and engage with diverse groups. They engage in collective and solidarity efforts outside of the college or university, and their actions are becoming less radical. Recently, student activism has focused on addressing various forms of discrimination and marginalization, particularly related to race, gender, and sexuality. The goal is to create more socially just and inclusive institutions.

The nature of student activism very much depends on the part of the sphere being considered because in Western societies the systems have shifted to postmodernism where students are becoming more individualistic and much more interested in individual well-being, self-expression, and quality of life. There are several key examples of student activism in the past with some parts of the world causing governments to shut institutions for extended periods due to student distress often relating to campus issues that not only have historical significance but also indicate broader trends in student politics. Although the actions varied in content and form, in countries like Chile (2010–2013), Canada (2012), the UK (2010) and New Zealand (2011–2012), students mobilized in great numbers protesting against various austerity measures, cutbacks, growing tuition fees and student debt, and in general neo-liberal reforms and the repositioning of education as a private rather than a public and social good. In Auckland, New Zealand, student activists in 2011-2012 successfully mobilised several hundred of students in protest against, amongst other things, tuition fee hikes, the national budget and the introduction of a voluntary student membership bill (Ben- Porath, 2017; Palfrey, 2017). In Germany students successfully pushed to have free higher education restored, convincing politicians and the public. Equally, high school and university students in Chile demonstrated for extended periods to improve educational quality, end for-profit education, and eliminate tuition and fees. They finally succeeded when Michelle Bachelet won the presidency in 2013. In Canada, the “Maple Spring” protests in 2012 emerged from students’ opposition to the government’s announcement of increased tuition fees and led to the fall of Québec’s government.

In Africa, after independence generations of university students in countries like Angola, Uganda, Kenya and Zimbabwe mobilised for change. They wanted politics and education to be decolonised, transformed and Africanised. Even today students’ activism and that which came before it

shares common qualities such as believing in their own political agency and that of fear by state authorities that these groups may, in the words of Ugandan scholar Mahmood Mamdani, act as a “catalytic force”. Student activists have the power to spur other groups into action. In Nigeria, universities in Myanmar were closed for several years after student protested against the military dictatorship. Student demands, local campus issues combined with broader political concerns, seldom had success in social change, although sometimes institution policies or conditions have transformed.

In Zimbabwe student activism has been an important contributor to the struggle for democracy. During the first years of independence students were among the most formidable defenders of the government. Three eras of student activism can be recognized. The initial pro-government period was trailed by a violent break with the regime in 1988; the second period saw students declare that they were ‘the voice of the voiceless’. With the onset of structural adjustment programmes in the early 1990s, the privileged status of students in higher education was rapidly eroded. The third period emerged after 1995 as student activism converged with the urban uprising that was beginning to shake Zimbabwe. Currently, student activists are no longer at the center of political movements but indispensable participants who often frequently help to shape the messages, ideologies, and tactics of protest movements.

The onset of the COVID-19 pandemic rendered closure of most learning institutions triggering the rise of student activism worldwide to support fellow students in dealing with the overwhelming period faced to ensure safety. Regardless of whether most college or university students return to campus after the outbreak of the pandemic, the year 2020 fast shaped student activism to pursue studies off campus through remote learning. While their main focus was to recover studying time and stick to their curricula, they also had to consider vulnerable learners negatively affected and could not meet the standards. Safe living environment, equality in learning, increase in financial aid and involvement in all levels of policy making fueled demonstrations and protests during the COVID-19 crisis as students could not physically meet making 2020 the year that student activism reached historic levels. Student activism was forced to find a platform on social media to propagate resources and information to enlighten others about pressing needs. This assisted students exchange and develop ideas and organise themselves to join institution environment sharing links to petitions, creating templates for emailing authorities, offering advice for safe protesting practices, and sharing videos for everyone to be kept alert.

Research Methodology

In this study, the researcher used a qualitative approach due to its suitability in social research which can be done in the subjects' natural setting (Dudovskiy, 2016). The study aims to unearth detailed information about being ready to embrace e-learning in teaching and learning at higher education level in Zimbabwe especially after the emerging of this COVID-19 pandemic. The researcher also used qualitative approach as it is flexible, unique and evolves throughout the research without any fixed steps to be followed and cannot be replicated (Creswell, 2012).

The study employed a descriptive survey design. A descriptive survey involves asking the same set of questions (often prepared) of a large number of individuals either by mail, by telephone, or in person (Fraenkel, Wallen & Huyan, 2011; Cohen, Manion & Morrison, 2007). This descriptive survey sought to gain insight into the phenomenon as a means of providing basic information in the area of study and has the ability to describe, explore and analyse relationships among scattered variables such as the use of ICT in teaching and learning initiatives included in this study.

Sample And Sampling Procedures

A sample size of 30 participants consisting of 14 students, 14 lecturers from the 7 schools and 2 from management were purposively selected from one university of higher learning selected in Masvingo urban. The researcher employed a non-probability sampling technique, particularly the purposive sampling method, which assisted in choosing an appropriate set of participants. This method allowed the researcher to acquire information that would build up arguments towards a deeper understanding of participants' reasons why they seem not to be ready for online teaching and learning. Purposive sampling was used based entirely on the judgment of the researcher. Thus, a sample was composed of elements that contained most characteristics representative or typical attributes of the population. According to Cohen, et al, (2007), purposive sampling involves researchers handpicking cases to be included in the sample based on the researcher's judgment based on the cases' typicality or possession of the characteristics being sought.

The researcher used online questionnaires and interview guides to collect data as the best alternative. The data collected through interviews was information about the people's attitude, beliefs, ideas, behaviour, comments and public opinion on a problem or issue (Saunders et al, 2016). The online questionnaires were used to get the information that was not accessible during interviews.

Instrumentation

The researcher used online questionnaires and interview guides to collect data as the best alternative considering the lockdown and restricted movement. The data collected through interviews was information about the people's attitude, beliefs, ideas, behaviour, comments and public opinion on a problem or issue (Saunders et al, 2016). The online questionnaires were used to get the information that was not accessible during interviews.

Ethical Considerations

During the whole process ethical procedures were considered with the researcher adhering to the rights of the respondents and all protocols observed in a manner that ease the carrying out of the study. Informed consent, prevention of harm, confidentiality and asking for permission to conduct the study are ethical issues that need to be observed when gathering data and storing the research findings. All participants were informed about the purpose of the study and taking part in the process was voluntary.

Data analysis

Data collected applying different statistical techniques to describe, illustrate and assess the data gathered from the target population was analysed using Microsoft Excel for easier analysis, comparison and interpretation. It was also used to calculate percentages which showed various responses for some questions and to enable wide spectrum of data to be compressed into a few tables easy to manage for further analysis.

Findings

From the study it was found out that COVID-19 forced student activists to vacate campuses and be more dependent on digital activism as it became more relevant due to new challenges associated with the pandemic. Though COVID-19 removed the option for students to take to the streets to voice their concerns about these surfacing inequalities, staying at home (and off the streets) that did not translate to staying silent. In the early months of the pandemic, what was once thought to be an equaliser became the opposite as marginalized students were extremely affected and the realities of a widening disparity gap were apparent.

The findings were organised into five areas of activism that became more pressing during covid-19. These are: Social justice, safe living environment, equality in learning, tuition fees reduction and involvement in policy making at all levels.

Fighting For Social Justice

The majority of the respondents acknowledged the need for social justice, supporting and condemning the long-existing inequalities faced by students during COVID-19. Student activism thus propelled throughout social media. 78% of the respondents highlighted that most students especially international students, were affected financially as incomes dwindled due to national lockdown. Furthermore, international money transfer facilities were offline as most if not all commercial facilities closed. Therefore, activists lobbied for financial aid from institutions or government to assist with healthcare and food security to the affected. While 22% of the respondents also concurred their major concern was on students from poor backgrounds.

Advocating For Safe Living Environment

About 98% of participants revealed that the sudden closure of campuses and residence halls left the majority of students with no home to go to especially international students, while others could not assure themselves that they would be safe at home. This made them scared and depressed and the need for immediate attention was on the rise. 2% of participants were somehow confused about the effects of the novel pandemic. Student activists came up with ways of assisting through social media like Facebook, twitter, WhatsApp and video meetings to support those in need. They demanded institutional administrators to offer the affected students the residence halls on the campus. Participants also revealed that most campus halls were turned into isolation/quarantine centres for returning residents displacing students who were supposed to be sheltered in those halls.

Advocating For Equality In Learning

About 60% of respondents indicated that students were not getting equal share of learning resources as some had to learn from homes located in different parts of the country with poor internet connectivity depriving them of obtaining online learning resources. While 40% highlighted that some do not even afford the gadgets for online learning hence advocacy for equality during covid-19 rose.

One respondent from college had this to say:

While universities migrated to online learning colleges did not as they are still miles behind in terms of investing in ICT infrastructure and equipment for such learning.

Another respondent from university also said;

While we appreciate learning online a great number of students have data and connectivity challenges as they live in remote places. Some cannot even afford the electrical gadgets that facilitate online learning.

Fighting For Tuition-Fees Reduction

From the study, 65% of participants strongly agreed that there is need for students' activists to fight for reduction in tuition commensurate with short learning times due to lockdown, while 35% agreed indicating that they might even require some assistance from the government to pay for their tuition as most parents had no income amid COVID-19.

Respondent E from university said:

It is not fair to demand full fees when students cannot access facilities such as library, internet and a lot more.

Advocating For Involvement In All Levels Of Policymaking

Respondents unanimously (100%) agreed that because they experience the problems every day and have the chance to know where it hits most it is more of a reason why policy makers must hear their voices. It was found that this is only possible by involving student activists in making policies in their learning institutions. It will help in coming up with practical and valid solutions to core problems which students face.

Discussion Of Findings

Activism is the practice of using vigorous campaigning to achieve political or social change. Student activism has been a powerful force in mobilising support for student welfare during the COVID-19 pandemic. Student activism teams were organised to address issues like reducing tuition fees, ensuring safe living environments, promoting equality in learning, advocating for social justice, and participating in policy-making.

Activism is seen as an essential part of the college learning experience, helping students become stronger and more critical thinkers. Students feel united activism is more impactful than acting alone, and they are inspired by the history of taking a stand. However, many university administrators view student activism as a burden, and support for it is scarce at some institutions. This makes it challenging for activists to gain recognition or meet with administrators, especially during the pandemic. The research highlights the importance of universities supporting student activists

by providing opportunities to attend national conferences for learning, networking, and personal development. It also emphasises the need for accessible and culturally relevant counselling services to support activists emotionally.

Carlson (2020) argues that student activists view education as a public good and a human right, and they demonstrate a strong commitment to staying engaged in the causes they have taken up. The findings emphasise the importance of considering student activism in higher education policy-making.

Fighting For Social Justice

The study reveals that COVID-19 compelled student activists to transition their activities from in-person campus protests to digital forms of online activism. Despite being confined to their homes; students have remained vocal about various issues through digital activism. The main focus of student activism during the pandemic has been fighting for social justice and addressing long-standing inequalities that have been exacerbated by COVID-19.

Student activists are not only pressuring their institutions, but also prioritising student welfare by demanding flexible accommodations from administrators, such as for attending online lectures. The findings indicate that student activism has spread extensively across social media platforms during the pandemic, as students seek to voice their concerns and fight for their rights in the new remote learning environment.

Advocating for safe living environment

It has been brought to light that the sudden closure of campuses and residence halls during the COVID-19 pandemic has left many students, especially international and disadvantaged students, without a safe place to stay. This has caused fear and depression among the affected students. Student activists have mobilised support through social media to help those in need, and are calling on institutional administrators to provide affected students with residence halls on campus.

The crisis presented an opportunity for the adoption of online platforms, which allowed student activists to continue their activism off campus and establish systems to ensure all students could learn in a safe environment. The issue of a safe living environment emerged as a critical concern that motivated continued activism during the pandemic. Many students, especially international and disadvantaged students, could not afford safe accommodation while staying off campus.

One notable example is at Pomona College, where student activists organized crowdfunding efforts and successfully pressured the

administration to provide emergency housing for students who were evicted from campus residence halls and could not safely return home. This highlights the critical need for universities to prioritize and accommodate the housing and safety needs of all their students during times of crisis.

Advocating for equality in learning

The survey found that during the COVID-19 pandemic, many students faced challenges in accessing online learning resources, with 60% experiencing unequal access due to poor internet connectivity and 40% lacking necessary gadgets for online learning. Before the pandemic, students had equal access to learning resources, but the shift to remote learning from home exacerbated existing inequalities, especially for students in rural areas and from low-income backgrounds.

Activists advocated for more flexibility and access to online instruction to ensure educational continuity during the crisis. Students, especially those with limited resources, pushed for administrators to prioritise their interests and well-being. Poverty was cited as a major challenge, particularly prevalent in Africa, where many students from poor backgrounds could not afford devices or internet access needed for online learning and in rural areas with poor internet connectivity. This disparity was particularly pronounced in rural areas and developing countries like Zimbabwe, where poverty and unemployment limited access to technology. The study highlighted the need for addressing equity in education during the pandemic, particularly for students in regions with limited resources and connectivity.

Fighting for tuition-fee reduction

The COVID-19 pandemic has highlighted the need for reduced tuition fees, as students struggled to afford education while learning remotely with limited access to resources. A majority of surveyed students strongly agreed that activists should advocate for lower tuition fees, especially considering the financial strain on families and the need for government assistance. Student activism has taken on new forms during the pandemic, with virtual clubs and election-related activities replacing traditional extracurricular activities. While there is debate about the most effective protest tactics, some advocate for disruptive actions like occupations, while others prefer petitions and less confrontational methods.

The success of student activism in influencing educational policies varies. While protests have led to tuition fee rollbacks in some countries (Germany, Chile), they have been unsuccessful in others (England, Wales). The global trend towards market-oriented higher education, driven by neoliberal reforms and austerity measures, has made it difficult for student

activism to prevent fee increases and funding cuts. Despite differences between countries, the market-oriented direction of higher education systems is becoming increasingly similar globally.

Advocating for involvement in all levels of policymaking

The respondents unanimously (100%) agreed that because they experience the problems every day and have the chance to know where it hits most it is more of a reason why policy makers must hear their voices.

The study revealed that in the 1960s, students were actively involved in political activities and protests to democratise universities and wider society, advocating for free speech, relevant research and teaching, and greater student influence on governance (Vinen, 2018). However, the current student population is often described as politically passive, with consumer power being a main source of political influence. Student unions struggle to establish a grassroots foundation and function more as service providers. Despite this, students believe that their first-hand experience of problems makes their voices essential in policy-making at their learning institutions. This is because their involvement can lead to reasonable and applicable solutions to issues they face. A historical example of student activism is the East Los Angeles student walkouts in 1968, where students protested poor educational opportunities, chanting "Education, not eradication!" These protests played a significant role in shaping the present and the future (Brooks et al., 2014; Klemenčič, 2014). The study concludes by advocating for greater student involvement in policymaking to ensure that their perspectives are considered and addressed.

Conclusion

Student activism has been a powerful force in advocating for student welfare during the COVID-19 pandemic. Student activists have organized to address issues like tuition, living conditions, equality in learning, social justice, and policy-making. In conclusion, this research underscores the vital role of student activism in promoting student welfare and fostering a more just and equitable higher education system. Despite facing challenges and limited institutional support, student activists demonstrate a strong commitment to social change and a deep understanding of the importance of education as a public good.

The findings highlight the need for universities to actively support student activism by providing opportunities for learning and development. Supporting attendance at national conferences enables activists to acquire valuable knowledge, network with peers, and develop their leadership skills while ensuring accessible and culturally relevant support. Also offering counselling services tailored to the unique needs of student

activists can help them navigate the emotional and mental challenges associated with activism.

When recognising and integrating activism into policy-making, Universities should acknowledge the valuable contributions of student activists and actively involve them in policy discussions that impact their education and well-being. By embracing and supporting student activism, universities can empower students to become engaged citizens, critical thinkers, and agents of positive change. This, in turn, will contribute to a more vibrant and inclusive higher education landscape that benefits all students.

Recommendations

To support student activism, universities should offer workshops, seminars, and courses on activism, social justice, and leadership. They need to provide funding for students to attend relevant conferences and offer tailored counselling services. Universities should recognise and acknowledge the contributions of student activists, involve them in policy discussions, and promote a culture of inclusivity and social justice. Additionally, universities should provide resources and support for student organisations focusing on activism, social justice, and community engagement, and regularly evaluate and improve university policies and practices.

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