

**ST. AUGUSTINE UNIVERSITY OF TANZANIA**

**SAUT MULTIDISCIPLINARY JOURNAL OF  
EDUCATION**

Vol. 3 (1) December 2024

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SAUT MULTIDISCIPLINARY JOURNAL OF EDUCATION  
VOL. 3 (1) December 2024

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**Published by:**

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P. O. Box 307  
Mwanza, Tanzania  
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## **Preamble**

This is the 3<sup>rd</sup> issue of the St. Augustine University of Tanzania Multidisciplinary Journal of Education (SMJE), which is published by the School of Education. The first issue was published in 2016. SMJE is an international scholarly and open access journal that is published quarterly. The journal is multidisciplinary in nature as it publishes articles from various fields related to education. It specifically publishes articles in education, geography, history, Kiswahili, languages and communication, and other related fields. The journal is managed by an able Editorial Board that has a global and multidisciplinary representation. Like its previous issues, which focused on educating and inspiring readers, this issue is no different. It includes inspiring articles, short stories and poems. The editorial team believes that the readers will be inspired and nurtured as they read this. This is the first issue of SMJE to be published both in hard copy and online.

## Editorial Foreword

We express gratitude for the institutional support provided by St. Augustine University, in particular by the Vice Chancellor, Prof. Costa Ricky Mahalu, Deputy Vice Chancellor for Academic Affairs, Prof. Hosea Rwegoshora, Deputy Vice Chancellor for Administration and Finance, Prof. Agness M. S. Nyomora, and Public Relations Officer, Living Komu. We hope this journal will provide its readers with insightful, innovative, and inspiring research, interesting reviews, together with poems and stories by young student authors.

**Esther K. Mbithi** and **Maurice S. Mwichuli** open with a discussion on the language policy and the teaching of African literature in Kenya. They provide a brief historical overview of the evolution of policy and practice in the teaching of African literature. They argue that the process of curriculum reform around African literature has been couched within the framework of the greater decolonisation of Kenya's education system and a focus on the integration of national goals of development within the education agenda.

**Revocatus C. Kuluchumila**, in his article, explores reading culture in higher education institutions, with a focus on undergraduate students at AMUCTA, Tanzania. After discussing the notion of reading culture, the author argues that university students are plagued by many challenges that result in a poor reading culture. He explores various factors that impact a reading culture, ranging from personal attitudes and discipline to availability of resources for reading. He then makes recommendations for policy and practice to enhance the reading culture in higher education.

In their article, **Devatha M. Mweya** and **Daniel O. Onyango** examine teenage motherhood and girls' completion of secondary education based on a study they conducted in Butiama District Council, Mara, Tanzania. They observe that most teenage mothers are not interested in re-joining school due to stigma, feelings of despair, challenges of child care, pressure from parents, difficulties of balancing motherhood with schooling, and lack of support. The scholars then recommend that the government, families and communities should enact guidelines and strategies to help teenage mothers resume and complete their education.

**Logatus Logation** and **Joyce G. Mbepera**, in their contribution, evaluate the perception and use of Teachers' Resource Centres (TRCs) by secondary school teachers in Biharamulo District, Tanzania. Secondary school teachers believe that TRCs could improve their teaching effectiveness, despite TRCs being intended for primary school teachers. On the other hand, secondary school heads seldom remind teachers to attend TRCs. As such, most secondary school teachers do not access and use TRCs due to lack of funds, lack of modern resources at the centres, the long distance between their working stations and TRCs, and lack of individual teachers' commitment to improving their teaching efficiency. The article recommends that school heads, teachers, and the Ministry of Education, Science and Technology should revive the regular use of TRCs for professional development.

**Siringi Elijah Mirwoba**, in his article, discusses the drivers of motivation among instructors in higher education in Kenya. He notes that higher education instructors derive great motivation and fulfillment from the fact that they play pivotal roles in skills

development and the actualization of the learners. However, poor work conditions, low financial budgets and regular industrial strikes impair directly with their motivation, which also affects quality assurance in Kenya's higher education sub-sector. As such, he underlines the fact that extrinsic motivation strategies can play a great role to resolve problems that higher education instructors face today in the African continent.

**Moses Kariuki Kiura's** article critically examines the Tanzanian film sector, focusing on gender representation within the Bongo movie sub-genre. It explores how satire, a central artistic device, shapes characterization to address gender issues in diverse contexts. Analyzing two notable films, *Moses* by Steven Kanumba and *Bikira Kidawa* by Octavian Natalius, it highlights how Tanzanian cultural aesthetics inform character creation and action, reflecting and reshaping societal norms. Using Film Theory and Critical Discourse Analysis, it reveals satire's effectiveness in depicting gender-based non-conformity, combining entertainment with corrective messaging. The paper underscores film's role in driving cultural transformation and advancing global gender discourse.

**Vengo Regis'** article explores the influence of left-brain dominance on thinking styles and problem-solving skills among 743 higher secondary students in classes XI and XII in four districts of Tamil Nadu, India. Using a survey method, the article analyses the relationship between these variables through structural equation modeling (SEM) with AMOS software. The findings demonstrated a well-fitting model, validating the proposed associations. This study contributes to understanding cognitive processes in students, offering insights into how left-brain dominance impacts their problem-solving abilities and thinking styles, with implications for educational strategies and cognitive skill development.

**Dr Titus Pacho's** article highlights the significance of university-industry collaboration as a mutually beneficial relationship that enhances educational programs and prepares students for the labor market. Focusing on African higher education, the study identifies types of partnerships, their contributions, and strategies for strengthening them. Using a qualitative case study approach, data from key informant interviews were thematically analyzed. Findings emphasize that such collaborations address labor market skill mismatches, foster student skill development, and drive relevant innovations. The study recommends formalized and structured collaborations to promote research, knowledge exchange, and innovation, ultimately benefiting both universities and industries in achieving shared goals.

**Hyasinta Izumba and Ashoboza Kabalimu** illustrate how the music industry transcends entertainment to become a powerful educational and cultural tool, utilizing unique communication methods to tackle social and personal challenges. Inspired by Plato's perspective on music's profound influence on the mind, their study examines the rhetorical strategies in Tanzanian artist Roma Mkatoliki's song *Nipeni Maua Yangu*. It highlights how Bongo Flava artists use art as a form of rhetoric in social and political activism. Through the Extended Pragma-dialect approach and Critical Discourse Analysis, the paper explores how these artists skillfully persuade their audiences by employing a combination of rhetorical strategies. This creates impactful and persuasive works significant in addressing social, political and economic related issues in Tanzania.

**Emmanuel Chrisant, Jumanne Kalwani, and Reguli Mushy's** paper examines Mwanza city's industrial structural characteristics by highlighting their role in socio-

economic development. The study analyzes technological diversity, raw material sourcing, labor dynamics, and market access, revealing reliance on local and imported resources, diverse production scales, and markets ranging from local to international. By linking findings to Tanzania's Vision 2025 and Vision 2050, it emphasizes the importance of industrial advancement for regional and national progress, offering strategic insights for sustainable industrialization and policy development globally.

This issue also provides **Selected Poems of the 2017 SAUT Writing Competition**. These poems were carefully selected and have been published in honour of the creativity of the young people who composed them. We hope they will inspire more writing, especially among young scholars in our universities. The last section of this volume features **Selected Short Stories from the 2017 SAUT Writing Competition**. The short stories constitute a celebration of the now-vibrant literary culture in East Africa. We hope to promote more of such works of literature in our academic platforms.

December 2024, Mwanza  
Editor-in-Chief, Dr. Hilmar K. Heister

# Language Policy and the Teaching of African Literature in Kenya

*Esther K. Mbithi & Maurice S. Mwachuli*

## Abstract

In June 1962, the first ever Conference of African Writers of English Expression was held in Makerere, Uganda. The Conference delegates dealt with the reality of having works of art produced by African writers in the English language, which were not made available to African students, and the fact that the English canon in African high schools and at African universities did not accommodate the creative works of African writers, even when such work was in English. This paper looks at how Literature, especially African Literature, is currently taught in Kenya. It starts by looking at the education policy as it concerns the teaching of Language and Literature in Kenyan secondary schools. Closely connected to and guided by the policy is the curriculum development as carried out at the Kenya Institute of Curriculum Development (KICD), previously known as Kenya Institute of Education (KIE). The study examined timetables from different secondary schools and conducted interviews with teachers of English language and Literature currently teaching in secondary schools. Based on the analysis of findings, the study attempts to establish a pattern or structure of curriculum implementation as far as the teaching of African Literature is concerned.

**Keywords:** language policy, teaching, African Literature

## Introduction

The current education policy in Kenya provides that the language of the local majority in a region should be used as the medium of instruction in Class One, Two and Three in primary schools. Predictably, the said provision has led to the production of class readers for children in these classes in many Kenyan languages. These are largely literary texts expected to facilitate further interaction with Literature in upper primary school as well as at the subsequent secondary and tertiary levels of education. At the lower primary level, this begs the question: for those languages (such as vernacular) where no class texts exist, how do the children engage creatively with their first language? The question and the scenario in primary schools notwithstanding, our interest in this research is the teaching of Literature, particularly African Literature, in secondary schools in Kenya, as the young people progress from Form One to Form Four.

As scrutinised by Mbaabu in his 1987 UNESCO/KU manuscript, at least five education commissions were set up in Kenya between 1963 and 2000 to address key education issues. It is noteworthy that all these commissions consistently touched on the language question in their recommendations (Mbithi, 2014). The Mackay Report (Government of Kenya, 1982) from the commission to consider the establishment of a second university in Kenya made drastic changes to the Kenyan education system by introducing what came to be known as the 8-4-4 system of education. Twelve years later (in 1999), a policy paper was released by the Ministry of Education, which officially recognised the indigenous languages and provided a framework for incorporating them into the formal education system (Njoroge, 2008, p. 4).

Before the introduction of the 8-4-4 system of education, following the recommendations of Mackay's Commission, secondary school education in Kenya had

been structured to take six years, from Form One to Form Six. In that earlier system, Form Four students sat a summative East African Certificate of Education (EACE) examination to attain what was known as the O-Level. Successful graduates of the O-Level proceeded to a two-year Advanced Level (A-Level) of secondary education commonly referred to as High School and comprising Form Five and Form Six. At the end of Form Six, students sat the East African Advanced Certificate of Education (EAACE) examination.

Earlier in the 1970s and early 1980s, Literature in English was taught as a subject separate from English. As such, four lessons were provided for on the timetable for Literature classes, in addition to the lessons provided for English language. The logic for this, as was pointed out eloquently at Makerere, is that there is more to literature, even when that literature is read and taught in English, than the literature of England. There are, even in the case of African literature, works of art that were written in a language other than English. Such works are available in translation and are studied as African literature. In Kenya, the language of instruction is English. Works originally written in French, such as Camara Laye's *The African Child*, Mongo Beti's *Mission Accomplished* and Ferdinand Oyono's *Houseboy*, were therefore availed in English translation and studied in English during literature classes. The same applies to those works from southern Africa originally written in Portuguese, such as Antonio Jacinto's poem "Letter from a Contract Worker", or works from northern Africa originally written in Arabic, such as "Letter to my Sisters".

The aim of teaching literature up to Form Four, as taken from the 1980-1981 EACE syllabus, had three components. The first was to introduce African and world literature through the study of works that are likely to be appreciated by students in East Africa. The second was to widen the students' knowledge and effective command of English language through exposure to various kinds of writings in the language. The third was to encourage students to develop and maintain the habit of reading for pleasure, thus promoting fluency in reading, an important requirement for further studies in which the core language of instruction was English.

After taking the EACE examination at Form Four, interested students would then proceed to study Literature in A-Level (Form Five and Form Six). The aim of teaching Literature in A-Level in the 1976 EAACE syllabus had three components. The first was to train candidates in the rudiments of literary criticism, while the second was to give students a wider insight into and appreciation of Literature in English. The third was to foster the ability to use the English language "economically and powerfully."

As the changes recommended by Mackay's team began to take shape, the aim of teaching Literature in English was rewritten as encapsulated in the syllabus of the Kenya Certificate of Education (KCE – the reviewed version of EACE) published in 1982. From Form One to Form Four, the aim was presented through four components. The first one was to enable the students to develop confidence in their cultural foundations as expressed in both oral and written literature. The second one was to introduce students to an understanding and appreciation of the literature of the peoples of East Africa, Africa and the rest of the world. The third aim was to help students to respond to Literature as a reflection of their everyday experience. The fourth component

was to encourage students to develop and maintain the habit of wide reading – an important requirement for further studies.

Even after review of EAACE to Kenya Advanced Certificate of Education (KACE), interested students would still proceed to study Literature in A-Level. A look at the 1982 KACE syllabus reveals that the aim of teaching Literature had expanded to six components. The first was to strengthen students' confidence in their cultural foundations as expressed in both oral and written literature. The second component was to help to respond to Literature as a reflection of their everyday experience. The third was to encourage the enjoyment of Literature and its pursuit as a general cultural activity. The fourth component was to deepen students' understanding and appreciation of the literatures of the peoples of East Africa, Africa, the third world, and the rest of the world – in that order. The fifth component of the aim was to give students a deeper insight into the appreciation of literatures in English by developing their creative and critical thinking. The sixth was to evolve mature self-expression and cultivate a fluent and coherent style through exposure to well-written literature.

From the above, it can be seen that in the earlier education system, which allocated more time to English and Literature in English, the aim of teaching Literature had only three sub-categories. In the 8-4-4 system, which reduced the number of the combined English and Literature lessons to only six for Form One and Form Two and eight lessons for Form Three and Form Four, the aim has four and six sub-categories, respectively. On the surface, therefore, the policy expects teachers and students to do a lot more with far less time.

In the earlier education system, English was the sole language/medium of instruction. After 1999, the system allowed the use of local languages in Class One, Two and Three at the primary school level. This has been widely accepted as fair, as it quite effectively pushes English language to the position of third language of instruction. It is our view as well that the logical follow-up should be to allot far more time to English and Literature by separating the two completely, if English is to remain the language of instruction. This would effectively allow those students so inclined the time and space to acquire this third language and get creative enough with it to be able to use it “powerfully and economically”, as envisaged in the 1976 EAACE syllabus.

### **Teaching Literature in Secondary Schools**

The secondary syllabus currently in use at the Kenya Institute of Curriculum Development (KICD), formerly Kenya Institute of Education (KIE), is dated April 2002. It was the second revision of the original 8-4-4 syllabus of 1986. The first revision was done in 1992. In the introductory comments of the syllabus document (KIE, 2002), the Director of Education acknowledges the issue of overload in the secondary school curriculum, and claims to have dealt with it in the revised syllabus by reducing the number of subjects as well as content in the different subject areas. It may be useful to note here that in the old secondary school syllabus, there were only two compulsory subjects, namely English and Mathematics. The students would then choose four subjects to complete their portfolio. Those students who were arts-oriented did science

subjects only up to Form Two. Similarly, those who were science-oriented did the arts only up to Form Two. In this way, secondary school students had time and space to concentrate on their strong subjects, those subjects which would allow them to “identify and develop their individual talents and personalities” (KIE, 2002, p. vi).

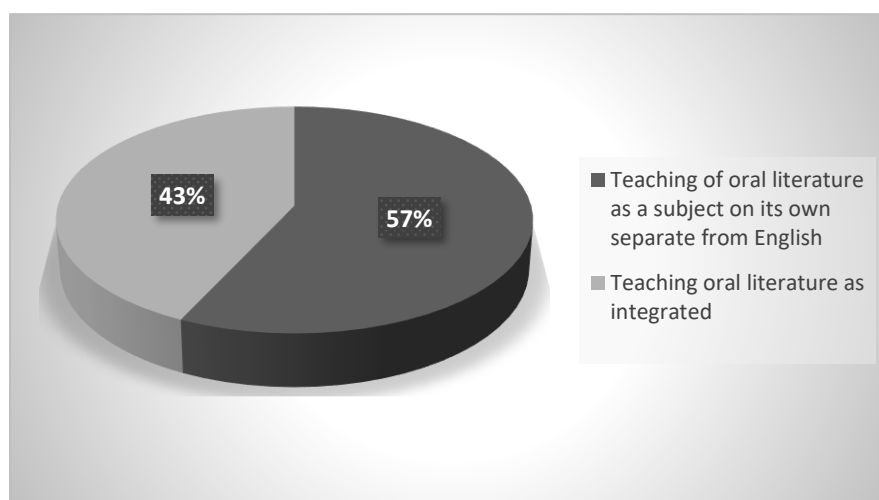
Paradoxically in this current (2002) syllabus, all secondary school students are expected to do English, Mathematics, Kiswahili and one science subject. That brings the total number of compulsory subjects to four. The students then choose at least three subjects. Compared to the earlier/old system, the new system has the net effect of forcing secondary school students to spend four years on two subjects they would rather not have done. Furthermore, it would seem, from the Director’s introductory comments, that English and Kiswahili carry the same weight: “The teaching of English and Kiswahili will remain integrated. The revised syllabuses have clearly defined the integrated approach to make the teaching of the languages more effective” (p. v). This is in spite of the fact that only one of these two languages is the medium of instruction. Looking keenly through the goals and objectives of secondary education (see Appendices 1 and 2), there seems to be absolutely no reason to force secondary school students to study at least one science subject to the national examination, KCSE. Indeed, it would seem a distinct disadvantage for the arts-oriented students with passion for fields such as graphic design and performing arts.

Nevertheless, the teaching of African literature has been aided in various ways in Kenya’s secondary schools. To begin with, a number of set texts (past and present) are part and parcel of African literature. Until 2013, *The River Between* by Ngugi wa Thiong’o and *Shreds of Tenderness* by John Ruganda and *Half a Day and other stories* by the Mac Millan Publishers have been studied and tested. *The River and the Source* by Margaret Ogola has been one of the compulsory set texts, with *Betrayal in the City* by Francis Imbuga and *When the Sun Goes Down and other stories* (ed. Waveney Olembo), a collection of short stories with most of the stories capturing the African experience, included in the optional texts. Above all, the study of Oral literature has been part and parcel of the English syllabus for some time.

According to our respondent teachers it would be helpful if the Ministry of Education stipulated six and eight lessons for teaching English (inclusive of Literature) for the lower and upper secondary, respectively. In upper secondary, the lessons should be divided equally, with four lessons for literature and four for English language. In many of the schools, the lower classes have four lessons for language and the other two for literature, although a few have three lessons apiece. The teachers have an hour or two of extra time which is timetabled to avoid collisions but these are not duly schemed for. The study noted that some even create much more time on weekends, time which is basically allocated to literature especially the set books. The reason given for this allocation is that the literature syllabus is too wide to be covered in the allocated time. Additionally, some teachers are of the opinion that literature needs very little preparation; so, it is relegated to the fall-back position when one is not well-prepared for the lesson for whatever reason. This way, the literature syllabus is usually covered before the students sit their final exam, the Kenya Certificate of Secondary Education (KCSE).

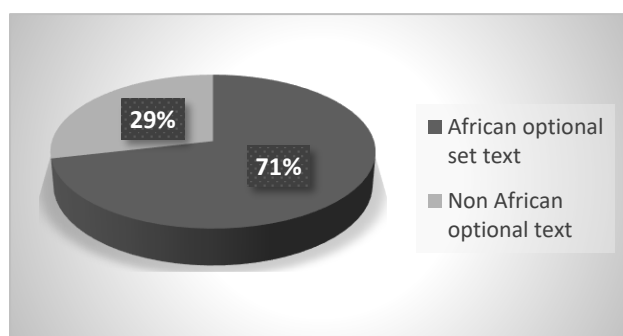
The teaching of oral literature is approached from various dimensions/perspectives. The majority of the participating teachers indicated that they take it as a subject on its own with specific oral literature texts and resources. Others indicated that they approach it as an integral part of language and use the integrated texts used in teaching language. The study noted that the latter method is used by teachers (the minority) who seem keen on covering the oral literature component of the syllabus in the lower classes so that they have ample time for the set texts. However, the larger group teaches oral literature throughout the four years of high school (see *Figure 1* below). Approximately eighty percent of the respondents had class readers for the lower classes, though of these only twenty percent examine them. Most of the class readers are from the lists usually given by the publishers and are from mostly Kenyan authors. The study noted that *Betrayal in the City* by Francis Imbuga remains the favourite optional set book (see *Figure 2* below) because it is not only interesting, but also short and takes relatively little time to cover. Additionally, the students easily relate to the events in the text.

**Figure 1: Teaching of oral literature**



Source: Author (2021)

**Figure 2: Choice of optional texts**

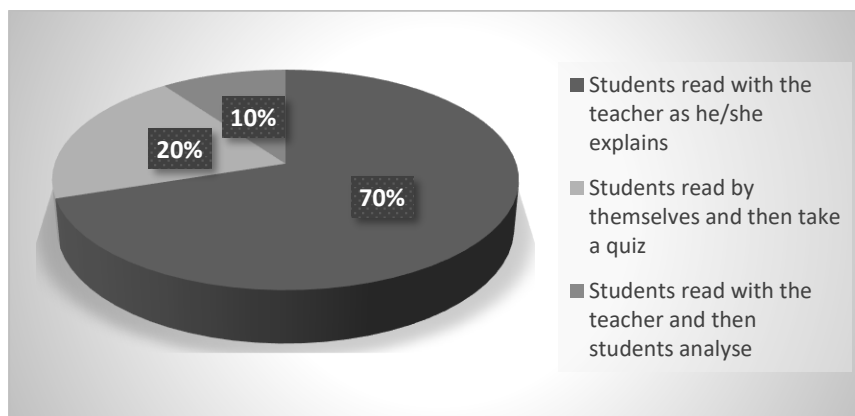


Source: Author (2021)

The study further established that the most preferred approach to the study of

the class readers and set texts is where the teachers and students read the text together with occasional pauses where the teacher explains the key aspects of the section read. The other approach preferred by approximately twenty percent of the teachers who responded to the questionnaire is that in which the teachers let the students read on their own and later discuss the emerging issues in class (see *Figure 3* below). Guide books are generally discouraged by the teachers. Another observation was in relation to the teachers' rating of the performance of the students in literature, which was indicated as average.

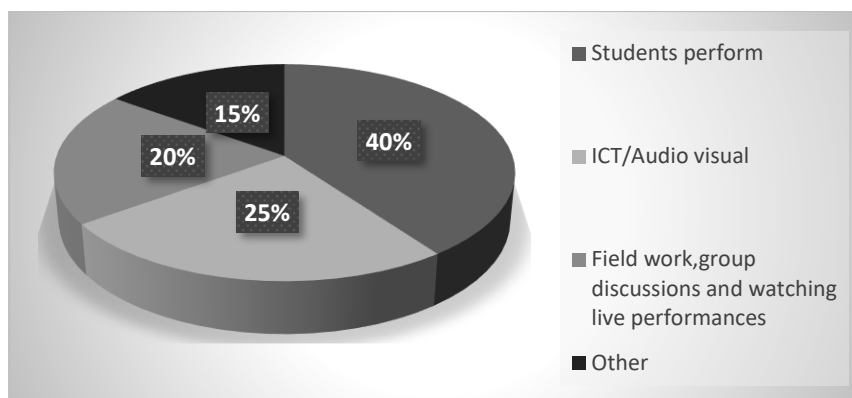
**Figure 3: Teaching methodology**



*Source:* Author (2021)

Another observation was that teachers employ various approaches to make the study of literature memorable for students. In this case, the learners are actively (as opposed to passively) involved in the learning of literature. They sing, dance and perform the different genres of oral literature; they act out sections of the novels and plays for better understanding. They are divided into groups and given sections of the work at hand to tackle and present before the class at the end of which the best presenters are rewarded. During school breaks or holidays, it was noted that sometimes learners are given holiday assignments to collect oral literature material from the field. Moreover, there are structured sessions in which students occasionally go to the theatres to watch live performances of set texts and oral literature. It was also noted that in some cases students have the opportunity to watch videos of the same (see *Figure 4* below).

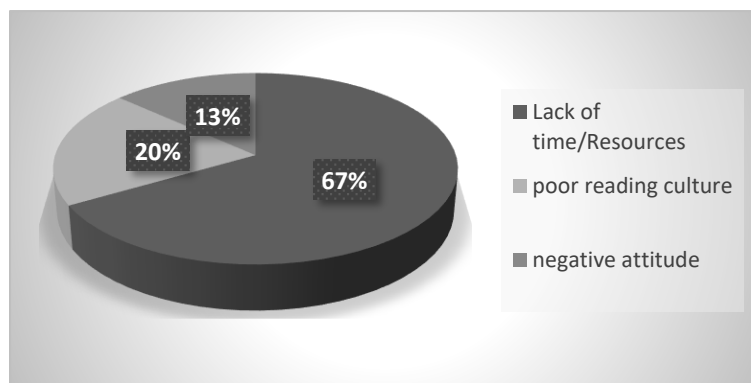
**Figure 4: Making literature interesting**



Source: Author (2021)

Challenges to the teaching of literature abound, the biggest of which is lack of sufficient time for lessons. There is also insufficient time for field work and performances. Even the study of the various texts is hampered by lack of sufficient time. Further, schools lack enough requisite resources. Lack of enough texts and learning/teaching resources such as audio-visual equipment and CDs also poses a challenge. Regrettably, the poor reading culture of some students, coupled with challenges in comprehension of the English language, make the teaching of literature even harder. This is worsened by the negative attitude some learners have towards the place of literature in their future lives and careers (see *Figure 5* below).

**Figure 5: Challenges in teaching literature**



Source: Author (2021)

To overcome the challenges enumerated, teachers strive to make optimum use of available resources, such as the set texts. It was noted that sometimes teachers allow learners to borrow the texts from one another while. Some school administrations also conduct regular inspections to ensure students buy the texts. Some teachers solicit for funds from the students or parents to facilitate trips to watch live performances or do fieldwork. It was further noted that extra time is usually created mostly during weekends, particularly in day schools, and night prep time mainly for the boarding schools.

The high school teachers of English who participated in this research were all in agreement that temporal constraints posed the greatest challenge. From the teachers'

sentiments three common observations emerged. First, integrating language with literature was a big mistake. Second, the teachers had kept hoping that language would be separated from literature. Third, the students were getting a raw deal, particularly because they studied only one novel and one play.

Having taught English language in high schools in Kenya, the researchers were able to note a further challenge: the attitude of teachers of other subjects. In the year 2007, for example, the person in charge of time-tabling in one high school was instructed to assign to English and literature, as one subject, the same number of lessons per week as was given to Mathematics and Kiswahili. The teachers of other subjects, perhaps predictably, were excited by the move. To them, the change meant that some hours would be freed up for other subjects. That may not have been the intention of the experts who proposed the integration of language and literature in English.

Where other languages such as Kiswahili, French, German and Arabic are concerned, it may well be possible to have a manageable “integrated” syllabus. For instance, a lot of works of art in Kiswahili tend to be about familiar places and people much closer to the experiences of African readers. Most of the works in English, however, come from a wider variety of human experiences, cultural practices and value systems. There is, of course, a subset from Africa. Furthermore, as so eloquently stated in the 2002 KIE syllabus, “English is the [...] medium of instruction in our schools, colleges and universities. It is also the pre-eminent language of international communication” (p. 3). The Kenyan scenario stands out especially when one notes that it is instructive that examination bodies in the United Kingdom, in the GCE and GCSE programmes, for example, continue to offer literature as an examinable subject separate from English Language.

### **Teaching Literature at the University**

From the foregoing, it is clear that as a result of the curriculum overload and limited time available for literature, the majority of secondary school students will have critically studied only one novel and one play by the time they sit for their KCSE examination. Besides, there is no guarantee that both of these texts (novel and the play) will be taken from African literature. These are the students who then sign up for an undergraduate degree. Subsequently, it is arguable that insofar as teaching literature is concerned, there are three categories of undergraduate students.

In the first category are those students who have already made up their minds about teaching English at secondary school and who are aware of the TSC requirement to take literature as a teaching subject. In public universities, these students will register for a Bachelor of Education (Arts) degree and take an equal number of courses from linguistics and literature. They focus on finishing their B.Ed. programme within the shortest time possible in order to get jobs. It never occurs to them to consider a third subject, even though the opportunity is present for them to minor in a third subject. Once they start looking for employment, however, these graduate teachers of English soon discover that they are greatly disadvantaged. Owing to the fact that the secondary school English syllabus integrates language with literature, they find that they have only

one teaching subject in an industry where the norm is to have two teaching subjects. It is true that the TSC does hire such graduate teachers, but the TSC backlog is such that these graduates will eventually get hired only after they have acquired four years of teaching experience.

Unfortunately, the reality on the ground is that private schools do not hire teachers with only one teaching subject. It may well be that institutional memory serves to remind employers that in the old system where English as a subject was compulsory for all secondary school students, only those who had enough interest to study literature as well ended up teaching English at secondary school later. As numerous opinions, including local newspaper commentaries confirm, the quality of spoken and written English was much better in the past than it is now. While teaching in secondary school, the study noted that in the place of the graduate teachers of English will be hired Bachelor of Arts (B.A.) graduates who studied literature with French or Kiswahili, Geography, History or Religious Studies.

The second category of students comprise those who are not quite sure what they would like to do in their future at the point of joining the university, but they do know the subjects that interest them. They register for the general arts degree and take the requisite number of courses from their chosen departments. If they end up teaching at secondary school, they are commonly known to register for a Postgraduate Diploma in Education. The advantage for them is that by the time the TSC is ready to hire graduate teachers, they already have the four years teaching experience, and have acquired the teaching qualification in the meantime. In the end they not only have an advantage over the B.Ed. students, but they are also better teachers because they spent more time on their teaching subjects while taking the B.A.

The third category is comprised of students who have an interest in English but are so out of touch with the workplace that they are not aware of the TSC requirement to pair English and/or Linguistics with Literature. They register for a B.Ed. (Arts) degree and combine English and/or Linguistics with a subject such as Mathematics or Geography. It is not until they finally graduate and make connection with the workplace that they realise their mistake. If they succeed in getting a teaching job in the private sector, they quickly realise that they do not have the necessary skills to teach literature as expected, particularly based on the following provisions of Volume 1 of the KIE (2002) secondary syllabus:

This syllabus adopts an integrated approach to the teaching of language. Integration means merging two autonomous but related entities in order to strengthen and enrich both. Through exposure to literature the learner will improve their language skills. They will not only enrich their vocabulary but also learn to use language in a variety of ways. Similarly, an improved knowledge of the language will enhance the learner's appreciation of literary material (p. 3).

The study further noted the availability of texts vetted by the Ministry of Education as well as the Kenya Institute of Curriculum Development (KICD). The list includes, but is not limited to, books such as *Head Start Secondary English*, *Advancing in English*, *Excelling in English* and *Integrated English*. Each of these titles is a series of four books

that runs from Form One to Form Four. They all have language/linguistic content as well as content for literature. Nevertheless, they cannot possibly contain a whole novel or a whole play. This is already a clear indication of a problem. The teacher is expected to use the text book, which has enough content to fill the six or eight weekly English classes every term for the whole year. For instance, in the *Advancing in English Student's Book 4*, first published in 2005 by Longhorn Publishers, twenty-nine units are covered in two hundred and seventy-seven pages. Another example is the *Head Start Secondary English Form 2*, published in 2003 by Oxford University Press, which covers twenty-nine units in two hundred and ten pages. In addition to these packed texts, secondary school students are expected to read and analyse novels and plays, even though there are no lessons on the timetable for that.

The study also found that once inside the classroom dealing with teenage students, graduate teachers in the third category come face to face with the vacuum. The study presents experience from a private school that caters for Kenyan as well as international students in which a graduate teacher was found reduced to tears in a Form 2 class. One of her Kenyan students had raised her hand at one point and asked the graduate teacher where she had been trained and where she had been teaching before coming to their school. Eventually, the graduate teacher in question not only resigned from her job, but she also quit the teaching profession altogether. While this may be an extreme situation, the students in the first and third categories above eventually have to return to the university: those in the first category to acquire a third teaching subject, and those in the third category to study literature for purposes of improving their competence in order to teach the integrated syllabus.

At Kenyatta University, Kenya's premier teacher training institution, these students register for a programme leading to what is called an Enhancement Certificate. The students in the enhancement programme, and who already had linguistics and literature as teaching subjects, acquire an additional teaching subject. This is a bonus for them. With English being compulsory for all secondary school students, all these students are almost guaranteed employment in the teaching of English. For those students who register for enhancement in literature, the subject remains a minor in which they are expected to take eight literature units to qualify for the enhancement certificate. In the Literature Department at Kenyatta University, this represents fifteen percent of available content. The Department runs a total of fifty-three units. It may take up to two years to complete the eight units since the student is expected to take two units from each of the four levels: two units during their first year, two in their second year, two in the third year and two during their fourth year. It is worth noting here that such students, in spite of the enhancement, will always be at a disadvantage when teaching integrated English, although they can do a lot more work than the eight units on their own to bridge the gap. Unfortunately, such work is unrecorded and does not give them an added advantage in terms of vertical mobility.

As the study noted, such vertical mobility includes proceeding with further studies. There are some very clever students from the first category (B.Ed., Eng/Lit) who decide to register for a Master of Arts degree. This not only improves their level of competence in the subject but also allows them to make a choice: either linguistics

or literature. At this stage, the ambiguity is resolved. It is important to point out that for the majority of non-specialists, linguistics and literature are assumed to be the same and to confer the same set of skills to those aspiring to teach in secondary schools, or even at university level.

In September 2014 at Kenyatta University, for example, campus directors whose area of specialization is not English or related to the languages contracted people who had a Master of Arts degree in linguistics to teach undergraduate literature classes. The communication was such that even those contracted did not realise that they would be unable to deal with the literature units until the course outlines were forwarded to them. It was only after they looked at the course outlines, and probably realised that they had not read the primary texts that they were expected to use for illustration during the classes that they asked the campus directors to find replacements. This and other similar incidents are a clear indication that these two areas of study, although related and interdependent, are indeed different. The policy makers should take such incidents into consideration and allocate sufficient time on the timetable for both areas to be adequately covered. As already pointed out, the arts-based type of students who will be inclined towards the study of literature are unlikely to be interested, or to even try to comprehend, any of the science subjects. The nation would benefit because the students will have a more positive attitude to school, and the earlier specialization will enable them not only to score better marks but also to become economically productive earlier and therefore for longer.

Those students who register for postgraduate studies in literature in the current system may be the type who would have opted to study literature at the advanced level, in Forms Five and Six of the old system. At that time, such students would have started teaching English in secondary schools after the EAACE or KACE examination, at the approximate age of twenty. By the time they join university, these untrained teachers have already become economically productive, in addition to acquiring invaluable experience. The old education system made it possible for students to start specialising, and gaining relevant experience, at an earlier age. The net effect of this would be to reduce dependency and unemployment. Those benefits are no longer possible in the new system. As matters stand now, secondary school graduates cannot become untrained teachers for two reasons. The first is that many of them sit the KCSE at a young age. It is not possible for them to start teaching or doing any formal work before they turn eighteen. The second reason is that the number of subjects studied for examination at KCSE, the minimum being seven, is so large that no specialization has started to take place as yet.

## **Conclusion**

In the 1970s and early 1980s, English language had five lessons on the timetable. Literature in English had four lessons on the timetable. The curriculum did not expressly state that English was to be accorded more time. The additional lessons, however, allowed students the much-needed time to improve their language skills.

With the Mackay changes, and the subsequent “integration” of English and

literature, English was considered one subject and allocated fewer lessons on the timetable. As confirmed by the syllabus and the timetables from various schools, Forms One and Two have a total of six English lessons. It is expected that the teacher will assign two of those lessons to literature. In Forms Three and Four, students have eight English lessons. The teacher is expected to assign four of them to literature.

What this study has established is that teachers cannot cope with the workload and syllabus expectations with only six (Form One/Two) and eight (Forms Three and Four) lessons per week for both English language and literature.

The number of set texts remains the same: three. So, in 1976 students at the Advanced Level had two years to work on three texts, with literature being one of only three examinable subjects. Today, Form Four students have two years to work on the same number of texts, with literature being “integrated” with English as one of seven (the minimum) subjects. Worse, the study of African literature is negatively affected by being lumped together with English, which is considered a “foreign language”. Meanwhile, literature continues to be produced in English in Africa.

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## APPENDIX 1

### Sample of National Goals of Education in Kenya from Volume 1 of 2002 KIE Secondary Syllabus

1. Education should foster nationalism, patriotism and promote national unity. Kenya's people belong to different ethnic groups, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.
2. Education should promote the social economic (sic), technological and industrial needs for national development. Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
  - a) *Social Needs:* Education in Kenya must prepare children for the changes in attitudes and relationships, which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.
  - b) *Economic Needs:* Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy that needs adequate domestic manpower.
  - c) *Technological and Industrial Needs:* Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system deliberately focuses on knowledge, skills and attitudes that will prepare the youth for these changing global trends.
3. Education should promote individual development and self-fulfilment. Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.
4. Education should promote sound moral and religious values. Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. Education should promote social equality and responsibility. Education should promote social equality and foster a sense of social responsibility within an education system that provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability of geographical environment.
6. Education should promote respect for and development of Kenya's rich and varied cultures. Education should instil in the youth of Kenya the understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.
7. Education should promote international consciousness and foster positive attitudes towards other nations. Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. Education should promote positive attitudes towards good health and environmental protection. Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

## APPENDIX 2

### **Objectives of Secondary Education from Volume 1 of 2002 KIE Secondary Syllabus**

Secondary Education should provide the learner with opportunities to:

1. Acquire necessary knowledge, skills and attitudes for the development of the self and the nation;
2. Promote love for and loyalty to the nation;
3. Promote harmonious co-existence among the peoples of Kenya;
4. Develop mentally, socially, morally, physically and spiritually;
5. Enhance understanding and respect for own and other people's cultures and their place in contemporary society;
6. Enhance understanding and appreciation of inter-relationships among nations;
7. Promote positive environmental and health practices;
8. Build a firm foundation for further education and training;
9. Develop ability for enquiry, critical thinking and rational judgment;
10. Develop into a responsible and socially well-adjusted person;
11. Promote acceptance of and respect for all persons;
12. Enhance enjoyment in learning;
13. Identify individual talents and develop them;
14. Build a foundation for technological and industrial development, and
15. Develop into a self-disciplined individual who appreciates work and manages time properly.

## Reading Culture in Higher Education Institutions: Case of Undergraduate Students at AMUCTA, Tanzania

*Revocatus C. Kuluchumila*

### Abstract

This article explores the prospects of a reading culture among students in higher education institutions in Tanzania. It is based on a study of the extent to which undergraduate education students at Archbishop Mihayo University College of Tabora possess a reading culture. Participants involved in the research were 2<sup>nd</sup> and 3<sup>rd</sup> year education students, Heads of History, Languages and Linguistics, and Geography Departments, all from the Faculty of Education. Others were lecturers teaching education students and librarians. Data was collected using group interviews, semi-structured interviews, documents and questionnaires. SPSS and Nvivo software were used to analyse the collected data. Findings revealed various enabling and constraining factors to the development of a reading culture among university students. These factors included parents and siblings, peers, teachers, lecturers, library and librarians, English language competence, university leadership, reading hard copy versus soft copy materials, technology and university policies. The study further revealed that some education undergraduates acquired prior knowledge and skills in reading before going to school with guidance from their parents, siblings and peers. Teachers, school administration, and lecturers also nurtured students' reading habits. However, majority of the education students possessed a low ability to read content in the English language. Results also indicated that many education students preferred reading soft copy to hard copy materials because the former were easily available and written in simplified languages. Additionally, majority of the education undergraduate students read to pass assignments, tests and examinations and were not habitual readers. The study findings indicates a poor reading culture among university students in Tanzania. Therefore, a purposeful effort is recommended to develop and inculcate a good reading culture among students in Tanzania.

**Keywords:** reading culture, higher institutions, lifelong learning, reading skills

### Introduction

The term reading culture is used to describe the behaviour in which individuals habitually and frequently read a variety of materials that are not necessarily essential for their professional or career advancement (Gbadamosi, 2007, p. 44). It is characterised by a general love for reading. Collins and Cheek (1999) define a reading culture as a process that requires the use of complex thought processes to interpret printed symbols as meaningful units and comprehend them as a thought unit in order to understand a printed message. The reading culture develops where and when reading is advocated, valued, appreciated and encouraged. A healthy reading culture is imperative to learners' competence at various educational levels of education. This is because it encourages a vibrant culture of not just reading, but also writing and thinking inquisitively and critically. Kitabu (2011), writing in the *Guardian*, a Tanzanian newspaper, asserts that a reading culture leads the learner to independent acquisition of knowledge and life-long learning. According to Kitabu, a reading culture builds in a person the necessary attributes for self-advancement and national growth and development. Besides, a reading culture enhances learners' self-confidence, creativity, positive self-esteem and capacity for analytical judgement.

Brady (2008) describing the concept of culture at the organizational level, notes:

Culture operates at several levels simultaneously. These include: (a) artefacts, those rites, symbols, ceremonies, and myths that serve to make organizational behaviour routine; (b) espoused values, systems of beliefs and standards that provide the basis for an organization's social behaviour and; (c) basic assumptions, those institutional practices that are so deeply ingrained in the collective consciousness of the group that to act in any other manner is unthinkable (p. 1).

The above sentiments show that culture is a product of established social systems, beliefs and structures as well as learned behaviours or habits. Similarly, a reading culture derives from a social system that advocates reading and can be cultivated by individuals. On the consequences of a poor reading culture in society, Aina *et al.* (2011) aver thus: "Children with poor reading habits have a higher chance of anti-social behaviour delinquency, school violence, bullying, hacking computers, and even examination malpractices." Additionally, low-level reading skills can lead learners to develop a negative attitude towards school and develop self-esteem problems later in life (Aina *et al.*, 2011).

The major challenge facing various educational institutions, including higher learning institutions, in Tanzania is to change students' mind-sets about reading. These institutions strive to persuade members of staff and students to recognize that reading is important and that intensive and extensive reading is essential to university life and to long-life success for the individual and society. Aina *et al.* (2011) argue that a good culture of reading is partly what has enabled Cuba to grow faster economically than most other developing countries. They note that Cuba has the highest rate of literacy in the world, which among the reasons it has a vibrant economy despite decades of diplomatic conflicts with the US.

A review of literature reveals mixed findings on the state of reading culture among students in higher learning institutions worldwide. For instance, a study by Long (2005) in found a general decline in reading habits for all age groups worldwide. Furthermore, another research carried out in Malaysia revealed that only 20% of the entire population are habitual readers (Karim & Hasan, 2007). In South Africa in particular and the rest of Africa in general, only 5% of the population were found to be habitual readers (Chizwina, 2011). A survey carried out in 2017 revealed that China has many regular book readers while only 13 percent of South Korean population read books daily (Watson, 2019). The survey revealed further that among internet users in 17 countries, 36 percent of respondents read a book daily or frequently, and 34 percent read at least once a week. In terms of age, a survey found that in Belgium, Japan, the Netherlands and Mexico a low share of those aged 15 years or above read daily. In Germany, those aged 12 or 13 years read several times each week. In the United Kingdom, the same survey found that teenagers do not like to read books compared to adults aged 34 and above (Watson, 2019).

Various studies (Nalusiba, 2010; Onyango, Indoshi & Ayere, 2015; Otike, 2011; Ruterana, 2012; Otache, 2020; Kumburu, 2011) have also reported poor reading culture in African countries, especially Uganda, Rwanda, Kenya, Zambia, Nigeria and Tanzania. Additionally, research conducted in Malawi found a drop in reading among teenagers and young groups (Chizwina, 2011).

Various reasons have been advanced to account for the decline of reading culture

in different countries. The major reasons include difficulties in accessing books, expensive pricing of books, and limited number of publishing companies. Other reasons include poor reading skills, language barriers for books written in English, illiteracy among parents, absence of libraries in schools, and where libraries exist, there is insufficient or inadequate resources, and large classes (Ribbens, 2008; Machet & Tiemensma, 2009).

Tanzania has similarly witnessed a decline in reading habits among different age groups in the recent past. For instance, Kitabu (2011) notes: “In recent years, in schools, colleges and universities many students would only read a particular book when preparing for examinations.” However, reading is not limited to passing of examinations only; it is also necessary for gaining new knowledge and understanding or be a source of enjoyment. Britto and Mustapha (2011) also decry the poor state of reading habits among learners in Tanzania:

This tendency of not being friends with books appears to be costing greatly students at the St. Augustine University of Tanzania (SAUT). A survey done at SAUT in Mwanza this week has shown that there is a poor tendency of personal reading, especially in the use of reading resources, the library [...]. (p. 3).

According to Rabin (2011), lack of reading culture among university students in Tanzania may possibly be due to their poor background in English. Citing an assistant lecturer at the University of Dar es Salaam’s Department of Foreign Languages, Faraja Kristomus, Rabin argues that the English language is still a major challenge to many of the students because of their background at lower schools.

The research sought to explore the state of the reading culture among university students in Tanzania, taking Archbishop Mihayo University College of Tabora (AMUCTA) as a case study. Education students from AMUCTA were specifically engaged for the case study. The central subject explored was whether these students possessed a reading culture. To this end, the study sought to answer the following research questions:

- i. What reading skills do education undergraduate students possess to enable them have a reading culture?
- ii. How does the use of English as a medium of instruction limit the growth of a reading culture among education undergraduates?
- iii. What is the attitude of learners towards reading hard copy compared to reading soft copy materials?
- iv. What is the role of the lecturers, library and librarians in entrenching a reading culture among education undergraduate students?
- v. What is the relationship between the presence of a reading culture and learners’ academic achievement?

## **Methodology**

The research adopted a single case study embedded design. It was a single case study because it focused on AMUCTA undergraduates in three units of analysis: Bachelor of Arts with Education second year and third year students (BAED2 and

BAED3), and Bachelor of Education (Special Needs) second year students (BEDSN2). Adopting the single case study embedded design enabled the researcher to examine different mechanisms of relationships and the social processes of different factors and how they contribute to building a reading culture. The target population was AMUCTA's second year and third year education undergraduates, lecturers teaching education undergraduates, librarians and Heads of Departments. The researcher chose second year and third year students because they were presumed to have had sufficient experience in university life to respond ably to the research questions. Lecturers, librarians and Heads of Departments were chosen as they are responsible for meeting the daily study or reading needs of these students. Education students from AMUCTA were used to provide data that could be generalized to other institutions of higher learning in Tanzania.

The sample size was 216, comprising 60 BAED3 students, 142 BAED2/BEDSN2 students, 3 librarians and 3 Heads of Department (from Educational Foundations, History and Geography, and Languages and Linguistics), 8 lecturers from the three Departments of Educational Foundations, Languages and Linguistics, and the Special Needs Education Unit. The researcher employed stratified sampling technique to guarantee equal representation of each category of the population. Class representatives from each group were used to select randomly the required number of participants. Each student hand-picked a paper from a box, and all who picked papers marked P, referring to participate, were taken as participants. To select the lecturers and librarians, simple random sampling technique was used. Heads of Departments were selected purposively.

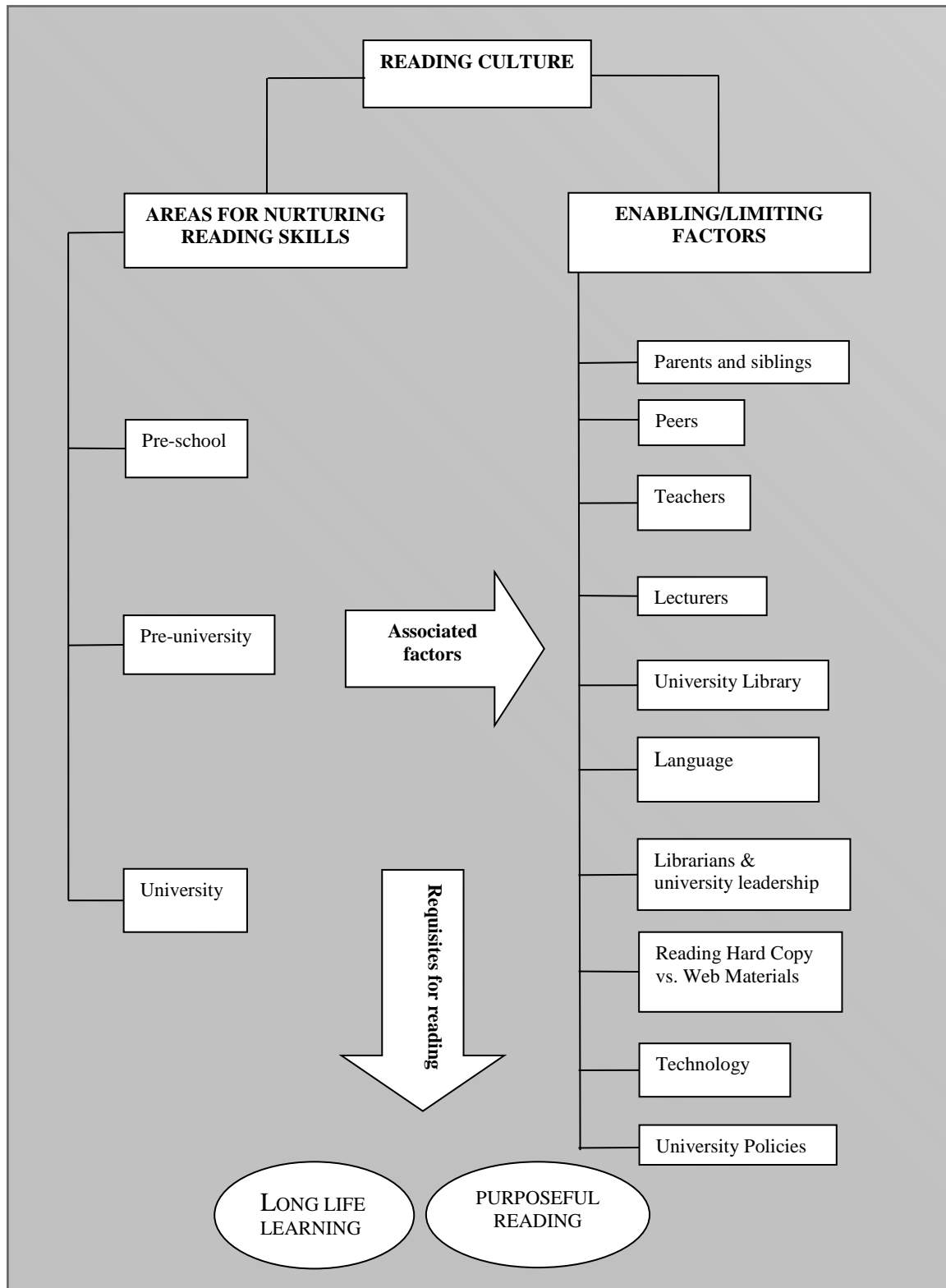
Data was collected using focus groups with students and interviews with Heads of Departments, lecturers, and librarians. Both of the FGD and interview sessions were tape-recorded. Data was then transcribed, cleaned, and themes and codes were generated to ease interpretation. The NVivo software assisted in the analysis of all qualitative data. A closed-ended questionnaire was also administered to students who did not participate in the focus group. The data was further enriched through an analysis of library records indicating the number, variety and frequency of book borrowing by students. SPSS software was used to analyse the quantitative data. Among the ethical considerations made in the study was informed consent and observing anonymity and confidentiality.

## **Results**

The research explored the extent to which undergraduate students at AMUCTA possessed a reading culture. Figure 1 presents a summary of the findings on BAED2/BEDSN2 students' reading culture under three sub-headings: pre-school level, pre-university level, and university level. On the right hand of Figure 1 are the factors associated (limiting or enabling) with the growth of reading culture, which include parents and siblings, peers, teachers, lecturers, university library, English language, librarians and university leadership, reading hard copy versus soft copy materials, technology, and university policies.

*Reading Skills acquired by BAED/BEDSN Students*

**Figure 1: Enabling or limiting factors to reading culture**



Source: Research data (2016)

**Pre-school Level**

To determine the various skills needed by BAED3 and BAED2/BEDSN2 in order to develop a reading culture, the researcher traced the skills they had acquired at different levels of their education. To begin with, in the questionnaire, the researcher asked students to provide information about their parents and siblings' literacy levels.

Concerning parents and siblings' literacy, findings showed that, of the parents of BAED3 students, 45(75%) were literate. The same item was administered to BAED2/BEDSN2 students, and statistics revealed that 142(74.7%) of their parents were literate. The two almost equal findings suggest that a good number of students came from family backgrounds that nurtured reading skills in their early years before going to school.

Findings from a focus group done with BAED3 and BAED2/BEDSN2 students revealed that parents (fathers and mothers) played a vital role in nurturing the reading habits of their children in their early years. When correlated with gender, the findings revealed that fathers played a larger role than did mothers in nurturing children's reading skills. This variation could be attributed to the fact that most male parents have fewer chores at home than do female parents. Therefore, fathers find ample time to invest in nurturing reading skills in their children at home.

Another factor that possibly assisted BAED3/BAED2/BEDSN2 students in acquiring a reading habit in their early years before going to school was peer groups. For instance, one student affirmed that they learned to read at an early age of Standard One because of the influence of their peers:

When I went to school some of my fellow pupils used to know how to read, and our teacher used to give them a book, and they helped me on how to read a book (BAED3).

### **Pre-University Level**

Findings from questionnaire revealed that 38(63.3%) of BAED3 students said they could read a book to their fellow pupils when they were in Standard Two. Further, a large percentage, 101(71.1%), of the BAED3 students said they could read different types of books in English and Kiswahili. These findings suggested that BAED3 students had developed the habit of reading at pre-university level.

The study also found that teachers also helped to nurture reading habits among students at pre-university level. The study findings showed that teachers and the school administration played major roles in developing a reading culture among BAED3 and BAED2/BEDSN2 students in various schools at Primary, Ordinary and Advanced levels. As one respondent explained:

As we had different abilities in class One, Two, and Three, [...] our teachers used to put us into different groups. [...] Each group was assigned something to read from the clothing painted with words. [...] To read, for instance, vowels "a, e, i, o, u". [...] Every group was assigned something to read depending on their ability. [...] for example one group could just read vowels, the other group could read some words, the other could read short sentences. [...] according to the level or ability of understanding (BEDSN2).

I remember when I was in Form One our school initiated a programme called morning speech, and in the morning speech every student should be prepared to speak. [...] This forced students to read because you cannot make a morning speech without any preparation

(BAED3).

Moreover, from the questionnaires, findings showed that most students read to fulfil teachers' demands, namely in preparation for different assignments. Further, in Forms Three and Four, students were obligated to read literature texts. Therefore, at secondary school level, most students had not developed habitual reading. This was events by the following sentiments from one of the student respondents:

When we reached Form Three it was compulsory to read books which could be used to attempt some questions in Form Four national exams, then I was forced to read books (BEDSN2).

### **University Level**

The study found that a number of students were not satisfied with services provided by the university library. Most of them criticized the inadequacy of the space and the shortage of essential books that they were supposed to read. They said that the space in the library could not accommodate many students, particularly during examinations. However, the findings on the number of books available in the university library seemed to contradict the students' sentiments (see Table 1). Findings indicated that the library had many books, except those used by Special Needs education students.

Regarding the reading environment, the students indicated that the library was a place conducive to sit and read whenever one found space to use. Nevertheless, the librarians commented that the library was not conducive for quiet learning because noises from the nearby lecture halls disturbed readers in the library. The librarians added that sometimes the university power generator, which was often operated when during electric power outages, also disturbed readers in the library.

Additionally, many students said that the librarians were cooperative when asked for a help, and this was also confirmed by one librarian: "I think about 70% of our relationship with the users is good and friendly" (Librarian 2). Therefore, it could be said that noise, limited space, and resources in the library impaired with the growth and development of a reading culture for BAED3 and BAED2/BEDSN2 students at university.

From questionnaires, 43(71.7%) of BAED3 students held the view that the AMUCTA library did not possess a sufficient variety of books to meet their reading needs. This finding is similar to that of the focus group where students complained about shortage of books in the library.

The study further examined the role of the lecturers in shaping the development of a reading culture among undergraduate BAED2-3 and BEDSN2 students. In an interview, the lecturers indicated that they either directly or indirectly helped develop habitual reading among undergraduate students. This was evidenced in the following responses:

I usually choose some modules which they have to work on, although still is copy and paste but at least they work on, and you see they have read, and I think the system helps them to read more and challenges them more on tasks (Lecturer 1).

Some would not even actually read; they will just copy from their friends. When you tell them in which book did you read this, they have no source. That is direct copying. That is why I encourage very much to cite the books they read (Lecturer 2).

So when you give an assignment, you should direct learners to specific books which you want them to refer to. Say, I am giving you this assignment; I want you to refer to the so and so book(s) (Lecturer 3).

It appears lecturers did their best to challenge students to read. However, evidence shows that many students read to pass assignments and examinations, not to develop a lifelong culture or habit of consuming and responding to knowledge.

Some students acknowledged that the lecturers encouraged them to read a variety of books. Nevertheless, the encouragement or support differed from one lecturer to the other. For instance, several students indicated that some assignments given to them could be done by referring to just few or a single book. Below are some of the students' responses on the nature of tasks they received from the lecturers:

It depends on the type of the lecturer who provides the assignment because sometime you can use a single book and exhaust all what you needed (BAED3).

We were given a certain project, which we did not know where to start and where to end, but, in fact God helped us. We were able to complete it and we got some marks I think it was Principle of Education (EF 100) something like that; remember once we got also a community outreach assignment, it was also a tough one; we were required to read a lot of information, and then put them together (BAED3).

Findings from questionnaires supported those obtained from the focus group and face-to-face interviews. Majority of the BAED2/BEDSN2 respondents agreed that being assigned challenging tasks encouraged them to read.

Lack of reading skills was also identified by several lecturers as an impediment to the growth of a reading culture. It was noted that a significant number of students joined university with a poor reading habits and low reading competences. This was attested to by the following sentiments:

But these ones their earlier literature did not orient them to read, they were so direct, so you find them lacking many reading skills, that is why even the Form Six leavers we receive here are poor at reading, I think many of the things studied there are just simple, simple books (Lecturer 8).

Basically there is one big problem regarding competence in reading among our students, you can just observe basing on the answers given to assignments, and you find that many students rely on a single source or two (Lecturer 6).

Another issue concerning the roles of lecturers in building a reading culture among students related to the teaching methods used. Many respondents from the focus group and from face-to-face interviews revealed that the lecture technique was the dominant teaching method in the university. They said lecturers hardly used participatory methods less. It is important to note that participatory methods contribute to the growth of reading culture because they give greater agency to students to find information sources and read to acquire knowledge. Consequently, in these participatory or learner-centred methods, students are encouraged to read in advance to get more information

on any topic.

Additionally, many students from the focus group mentioned that group discussions had assisted them to better understand what was taught during lectures. These students affirmed that they struggled to understand lectures given in the English language. Some of the students also attempted assignments in groups. In those groups, members assigned one another portions of the same assignment, which encouraged students to read further and share their findings with the group.

As already indicated, language competence is one of the factors contributing to the growth of a reading culture among students (see Figure 1). Concerning this factor, there were findings from the focus group. These findings were categorised into those relating to: the background of the learners in the use of English language; attitudes of learners towards the use of English language, and competence in reading books written in the English language.

*Background of the learners in the use of English language:* Results revealed that teachers' use of the language tended to do harm to the English language competence of secondary school learners. It was reported that code-switching (mixing of Kiswahili and English) was prevalent in secondary schools. As such, it was deduced that many learners joined university with a low competence in the English language, which made them struggle with reading at higher education level.

*Attitudes of learners towards English language:* Another factor linked to English language competence is the attitude of learners towards English as the medium of instruction. Few respondents said they loved to use English, as one of the respondents from BAED3 intimated: "On my side, of course I cannot so much hate English; of course, that is why I opted to take Linguistics". Another BAED3 respondent said, "It is not a barrier to me, but the problem is that it is being used in the environment of Kiswahili." However, findings from BAED3 and BAED2/BEDSN2 students indicated that many students had a negative attitude towards the use of English language in instruction, as the following response reveals:

You see, majority of Tanzanian use Kiswahili simply because Swahili also has its own status and also the language policy contradicts itself... ok... we have two official languages, Kiswahili and English, so if we have two official languages, you see, we normally say that if there two evils you choose the lesser evil (BAED2/BEDSN2).

*Competence in reading books written in the English language:* The findings revealed that most students lacked competence in reading books written in the English language:

Sometimes you read some materials but you cannot understand, especially materials written in English but that in Kiswahili is OK (BAED3).

Reading books written in English, I fail to interpret the message if you have been given assignment you find yourself just copying and there are times when I misinterpret the question (BAED2/BEDSN2).

Of course I get many difficulties when a lecturer uses English throughout, sometimes I fail to understand completely what the lecturer teaches and sometimes I just cram (BAED2/BEDSN2).

The face-to-face interviews with lecturers and Heads of Departments yielded mixed results on the question of English competence of BAED3 and BAED2/BEDSN2 students. The lecturers and Heads of Department affirmed that many students joined university with low competence in the English language. They also indicated that most students at AMUCTA preferred Kiswahili to English language. One lecturer commented that, in fact, students hated Basic English, the course intended to uplift their English competences. The lecturers further revealed that the few students who were competent in the English language tended to do well in their examinations.

### *Attitudes towards Reading Hard Copy versus Soft Copy Materials*

Positive attitudes towards reading hard copy versus electronic and other soft copy materials constituted one factor influencing the growth of habitual reading and a reading culture among university students. Table 1 presents a summary of books available and the rate of borrowing by students at the university.

**Table 1**

#### *Availability and Borrowing of Books from the University Library*

Type of books	Total	Number and proportion of books borrowed					
		2014	%	2015	%	2016	%
<b>Kiswahili</b>	636	60	9.4	55	8.6	40	6.3
<b>Linguistics</b>	400	40	10	50	12.5	30	7.5
<b>Literature</b>	505	53	10.5	56	11.1	45	8.9
<b>History</b>	460	54	11.7	58	12.6	50	10.9
<b>Geography</b>	80	50	62.5	55	68.8	48	60
<b>Education</b>	600	45	7.5	50	8.3	50	8.3
<b>Visual impairments</b>	12	-	-	10	83.3	12	100
<b>Hearing impairments</b>	16	-	-	15	93.8	15	93.8

Source: AMUCTA Library Records (2016)

Table 1 shows that the percentage of all books borrowed by students from the library was relatively low at 11.5% for all subjects 2014-2016. However, the number of borrowed books was significantly high for Geography, Visual Impairments and Hearing Impairments subjects. This was attributed to the fact that the total number of books available for these subjects (Geography, Visual Impairments and Hearing Impairments) was low. Indeed, the library had a significantly high number of books, except those used by special needs education students.

It should be noted that at the time of this research, students were only allowed to borrow and read books within the library. The library policy did not allow students to check the books out of the library, unless there was a special request from a lecturer to the librarian on behalf of a student. In special cases, the librarian could allow the student to take a book out for photocopying purposes.

From the interviews, some lecturers said that electronic materials were useful and easily accessible to students. However, other lecturers did not support students' use of internet to obtain reading materials. They argued that online sites tended to distract students from academic issues. Nevertheless, the students who participated in the focus

group reported that the library forbade the use of its computers to access social media sites. Most students also acknowledged that the internet was very useful for searching and accessing electronic material for their reading needs. As one respondent stated, “with electronic books, it is simple to find materials you need from” (BAED3). The use of web materials helped to supplement the shortage of hard copy materials in the university library. Nevertheless, the students said they mostly accessed and read of materials from the web to help them complete the various tasks assigned to them by lecturers.

Affirming the above findings, some lecturers and librarians had the following to say concerning students’ use of technology and online sources of reading materials:

We normally allow our students to search from our computers only materials which are on academic. Things like Facebook, Twitter, we do not allow them; in case a student is caught using those networks, s/he gets a T.shs. 2000/=penalty, so a student should use our computers for looking a book or for reading purpose only (Librarian 3).

I usually advise a student to go and find materials from the internet...though he/she meets some challenges, for instance inadequacy of computers, but at least he/she can Google and may be find the materials he/she wanted (Lecturer 5).

We should agree that these media are very useful on adding vocabularies, for instance you can find a person who is so poor in English, but he/she gets some English words, like chatting, log in, WhatsApp...so he/she gets some English terminologies. But, in most cases these media do not encourage students to read big books. For instance, these smart phones, if are not used properly, they can very much mislead our students (Lecturer 8).

Internet use, personally I use it very much, you know it can be a good source for reading materials because you can read it anywhere especially with the smart phones, you can read it anywhere any time as long as your phone has internet bundle. It can also encourage the reading culture. However, if students engage so much on the social media, for example WhatsApp, Skype, Facebook, that one could be hindering the reading culture, because students could be just dealing with social issues which are not related to academics (Lecturer 3).

Some students who took part in the focus group were adamant to support the ban on social media access on the library computers. They argued that they could find and share some reading materials in social media. However, students with laptops and smart phones found it easy to navigate the ban provided they could find reliable internet access within or outside the university. The following sentiments shed more light on students’ experiences on the use of technology and online systems to access reading materials:

You can go to the computers, sometimes you find computers not working, the last resort we opt is our phones taking into consideration that many students do not have PCs, thus you search Google books from the mobile phone (BAED2/BEDSN2).

Sometimes library computers are not working; in fact sometimes using library computers to get materials is not possible (BAED3).

Books in the library are not enough, books in the library are so few, very few in such a way that when you are given assignment to get books that can help you attempt assignment is not easy. Thus, we have to opt for internet materials. Computers in the library are also not enough, because we are many students, besides students without computers are also many

(BAED2/BEDSN2).

No, computers are not enough and some of computers in this library are not working, I think about 10 out of about 50 computers are working (Librarian 3).

It was observed that the library lacked sufficient technological facilities, including computers, printers and photocopy machines, among others, to assist students in reading.

Another factor examined in relation to the development of a culture of reading among students was university leadership and policies. The study findings revealed that certain university policies and practices enabled the growth of learners' culture of reading. For example, often the university administration heeded the librarians' demand and supplied additional books to the library. The librarians also affirmed that they had held discussions with the university administration on the need to expand the library. Results further showed that the university administration constantly repaired library chairs and tables when damaged.

## **Discussion**

Many of the students in AMUCTA had acquired some reading skills from their parents, sisters and brothers before joining school. It was also found that many students read different types of Kiswahili and English books in primary school, and at O levels and A levels. The teachers and school administration played a big role in inculcating reading habits in learners. Various efforts by parents, teachers, peers, together with school administrators had helped to promote habitual reading among many students prior to their joining university. Nevertheless, the emphasis on reading in primary and secondary school levels did not focus on lifelong learning, but rather to enable students to complete assignments and pass examinations.

The reading culture for AMUCTA students is very low and poorly developed due to many factors. The study results revealed that the university college library lacked a variety of books to meet the reading needs of students. Shortage of essential books thus limited the growth of a reading culture among university students. This finding was consistent with that from an earlier research which underscored inadequacy of books in the library as one factor limiting the growth of a culture of reading (Nalusiba, 2010). Most students at AMUCTA read to enable them attempt assignments, tests and university examinations. On their part, the university lecturers tried to foster the growth of a reading culture among students. They did this by offering challenging tasks to force students to read different types of books and other materials. They also encouraged the learners to read intensively and extensively to acquire a broad spectrum of knowledge and skills. Research findings further revealed that the students worked in groups to better understand lecture materials and to attempt different assignments. These groups promoted a reading culture since each member was apportioned specific tasks on which to research and report. These results demonstrated the importance of the peer groups to the growth of reading skills and culture. There were, however, certain university policies that tended to impair with the growth of reading culture. For instance, students

are not allowed to check books out of the library.

Most of the students believed that competence in English language could expand the variety of English texts they can read. However, findings revealed that the majority of the students joined university with low competence in the English language. These findings supported those from earlier studies conducted by Ribbens (2008), Machet and Tiemensma (2009) and Rabin (2011), which confirmed that lack of language competence is a limiting factor to building a culture of reading.

Moreover, research findings from documents gathered from the library revealed that many books are available in the library. Strangely, results indicated a low borrowing rate, except for books on Visual Impairments and Hearing Impairments. These findings add to earlier results that attest to the decline of reading in various countries due to failure to use the library resources (Karim & Hasan, 2007; Chizwina, 2011). Nonetheless, in the present study, it was noted that the decline in book borrowing was due to the policy of not permitting students to check books out of the library. Further, results revealed that students preferred to read electronic materials from the web, as these were easy to obtain and simple to read. However, some lecturers were pessimistic about students' use of technologies and electronic materials from the internet.

## Conclusion

Majority of university students read only to prepare for tests, assignments and examinations. As such, students at AMUCTA lack a culture of reading. Subsequently, purposeful efforts are needed to build the reading culture in Tanzanian higher education institutions. Students who are training to become teachers especially need to master diverse reading skills to assist them to acquire, process, package and deliver information to learners. On their part, university lecturers must continue to challenge students to read extensively and intensively, not just to fulfil assigned tasks. In fact, lecturers should model a good reading for their students. Moreover, the university administration needs to review some of the policies that impair with the growth of a reading culture among students. Students should be allowed to borrow books from the university college library and there is need to expand and regulate the use of computers' in library to ensure students access useful materials from all possible online sites.

To further promote a reading culture, the university can initiate reading projects and essay competitions for students. The promotion of a reading culture also has to start with parents and guardians at home, encouraging their children to read by investing in purchase of good materials. Further, the government must ensure that schools have well-designed and stocked libraries. These libraries also need highly competent librarians, passionate in promoting a reading culture among learners.

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## Teenage Motherhood and Girls' Completion of Secondary Education in Butiama District Council, Mara, Tanzania

*Devotha M. Mweya & Daniel O. Onyango*

### Abstract

The study sought to assess the academic prospects of teenage mothers seeking to re-join secondary education in Butiama District, Tanzania. A mixed research method and descriptive research design were used. Six villages and six public secondary schools were selected purposively from 5 wards in the Butiama District, basing on the availability of teenage drop-outs due to pregnancy. A sample size of 100 was selected, comprising 50 teachers, 6 heads of schools, 7 teenage mothers, 7 parents and 30 community members. A pilot study was conducted at Butiama secondary with ten teachers and two teenage mothers. The results showed that no inconsistencies or areas of ambiguities were spotted in both questionnaire and interview items. Quantitative data was coded using descriptive statistics with the assistance of Statistical Package for Social Science (SPSS), version 20. Qualitative data was organized and analysed thematically. The study results showed that most teenage mothers were not interested in re-joining school due to stigma, feelings of despair, challenges of child care, pressure from parents, difficulties of balancing motherhood with schooling, and lack of support. The study recommended that the government, families and communities should enact guidelines and strategies to help teenage mothers resume and complete their education.

**Keywords:** education teenage mothers, government secondary schools

### Introduction

Almost two-thirds of the world's 862 million illiterate people are women, and the illiteracy rate among women is expected to increase in many regions, especially in several African and Asian countries (World Bank, 2007). These numbers are partly attributed to the punitive practice of expelling girls who get pregnant from school (Centre for Reproductive Rights, 2013). Hence, globally, teenage pregnancy remains a significant threat to girls' education and is among the key hindrances to secondary education access for most girls (UNFPA, 2013). Teenage pregnancy is also the primary cause of school dropout among girls in most underdeveloped and developing countries (WHO, 2016). For instance, a study by Darroch *et al.* (2016) revealed that at least 10 million unintended pregnancies occur annually among adolescent girls in the developing world. Furthermore, every year, 7.3 million teenagers around the world give birth to their first child (UNFPA, 2021).

Teen motherhood is not a problem for teens only; it is rather a challenge to their children and society at large since teenage pregnancy might force girls to stop or reduce schooling and subsequently earn less in adulthood. Indeed, a study by Aizer, Devereux and Salvanes (2018) documents that children who are born to teenage mothers have worse outcomes, including worse health, less schooling and lower earnings in adulthood, because teen mothers are highly likely to come from disadvantaged backgrounds. Teenage mother education is very crucial to mitigate these unpleasant outcomes. Continuing education for teenage mothers does not only require a sound re-admission policy but also the support of government and communities, especially families and schools. Willan (2013) asserts that the most important determining factor for a teenage mother to continue her schooling is family support, in particular, the

support of her mother to assist with childcare, and the financial means to pay for childcare services.

For a long time, Tanzania had maintained a policy of discontinuing schooling for teenage girls who became pregnant. However, when President Samia Suluhu Hassan took over the reins of power, one of her first act was to overturn the policy and allow teenage mothers to continue their studies after giving birth (*Daily News*, 2021). The new education policy no. 2 of 2021 gives the teenage mother two options: re-join their previous formal school within two years after delivery or enrol at a paid-for education centres, which offers a condensed version of the curriculum (MoEST, 2021). Moreover, the government provides all the necessary support through provision of food, hostels, and tuition fees to the selected paid-for education centres (MoEST, 2021).

The Tanzanian government projection for re-admission for 2022/2023 was 3000 teenage mothers to re-join their secondary education. However, as of May 2023, the teenage mothers' re-admission had exceeded the government projection; 909 teenage mothers had been re-admitted into government secondary schools and more than 3000 had joined Focal Development Centres (Mhando, 2022). The state has continued to ensure that teenage mothers who are reachable, able and willing to continue with education are granted access to schooling without any barriers.

### **Problem Statement**

Despite the government of Tanzania abolishing the policy that banned teenage mothers from continuing education, the data for re-admitted teenage mothers from Districts Education Offices in Mara indicates that, in some districts, very few or no teenage mothers went for re-admission to or re-joined secondary education. According to the data, from the year 2016 to 2021, there were 326 teenage mothers in Bunda District, 164 in Bunda Town Council, 116 in Musoma District, 47 in Musoma Municipal, 121 in Tarime District, 79 in Tarime Town Council, 174 in Rorya, 94 in Serengeti District, and 123 in Butiama District, making a total of 1204 teenage mothers (MoEST, 2021). Of these numbers, only 7.14 percent of teenage mothers have been re-admitted to school at Kisangwa, Musoma, Tarime FDCs and Turwa Secondary School.

The Butiama District Council projection for re-admission for the year 2021/2022 was 50 teenage mothers (40.7 percent) to re-join and be readmitted into secondary education (DEO Office Butiama District, 2022). However, data indicated that only 12 teenage mothers (9.7 percent) found in Butiama District re-joined Musoma FDC to continue their secondary education, and none was re-admitted into any of the secondary schools. Therefore, the researchers saw a need to explore the prospects of teenage girls in Butiama District continuing education. The study specifically sought to document the barriers to continuing secondary education for teenage mothers. The study contributes to reducing the knowledge gap on completion rates of secondary education between men and women in the sub-Saharan Africa. Besides, helping teenage mothers to access and complete their education will expand their capacity to provide for their children and contribute to the country's economic progress (Nsalamba & Simpande, 2019).

## Theoretical Review

### Theory of Reasoned Action

This study was anchored on the theory of reasoned action (TRA) by Fishbein and Ajzen (1967). The theory suggests that a person's behaviour is determined by their intention to perform the behaviour and that this intention is, in turn, a function of their attitude towards the behaviour and subjective norms. The theory seeks to explain the relationship between attitudes and behaviour within human action. It examines the interplay of behaviour, intention to perform the behaviour, attitudes, subjective norms, and external variables. TRA posits that if people reason that their intended behaviour is positive (attitude) and if they think others want them to perform that behaviour (subjective norm), this results in a higher intention (motivation), meaning they are more likely to perform the behaviour.

According to UNICEF (2010), poverty is the leading factor predisposing girls to teenage pregnancy in Tanzania. As such, poverty is the greatest motivator to engage in sexual behaviour for these girls. UNICEF demonstrates how most girls from low-income families engage in sexual relationships with older men to meet their basic needs such as food, clothes, and school fees. Granted, teenagers may be aware that engaging in sexual relationships predisposes them to teenage pregnancy. However, the circumstances of poverty compel most of them to find an easy way out through such relationships. Based on TRA, therefore, the key to resolving social problems such as teenage pregnancy is to address the root causes that motivate individuals to act in socially unacceptable ways.

### Literature Review

Teenage mothers' interest to go back to school is crucial to their continued education. Interest refers to an individual's motivating force, which impels him/her to attend to a person, object, or activity (Shemoff *et al.*, 2010). In education, student interest and engagement are essential communication-related traits linked to classroom outcomes, including student learning and retention. Hardr, Sullivan and Crowson (2009) report that three factors influence student engagement and learning, namely personal background and orientation towards school, school initiatives, and subject matter. Therefore, Hardr *et al.* support the argument that students' interest plays a crucial role in their success, especially when a student sees value and relevance in learning and how it can help achieve a life goal.

A study by Baafi (2020) found that most girls who drop out of school due to pregnancy fail to resume their studies due to lack of systematic procedures to help them back to school. Baafi observes that adolescent mothers in most sub-Saharan African countries face stigma from their parents, peers and teachers and receive very little support to resume education. In addition, a report by Arlington Public School (2004) notes that adolescent mothers experience undue pressure from parents, peers, and teachers to either stay home or resume school.

Studies have shown that some teachers view teenage pregnancy and sexuality as a social problem, a shameful and disruptive behaviour to other pupils and the school (Ngabaza & Shefer, 2013). As such, teenage mothers are reluctant to return to school after giving birth due to bad attitudes and experiences they undergo in the education system (Barnardo, 2010). Nevertheless, many teen mothers still return to school mainly to secure a better future for their babies (Pillow, 2004).

Returning to school after childbirth is difficult for teenage mothers because of the difficulties of balancing time and priorities for education and parenting. Chigona and Chetty (2007) aver that teachers report that teenage mothers struggle to combine school and other activities in the home because they cannot balance their time. However, these difficulties largely stem from the lack of support from the educators and parents for these parents. As new mothers, most of these teens require assistance to even understand the basics of child care.

Schaefer *et al.* (2012) observe that teenage mothers who return to school often register a decline in their academic performance. Most of them become average or underachievers because they have to balance motherhood and schooling. Affirming these findings, teachers interviewed for a study on the attitudes of education stakeholders in Zimbabwe and South Africa reported that school girls who get pregnant seldom perform well academically (Runhare & Vandeyar, 2011). As a result, parents at times consider the education of such teenage mothers a waste of resources. Furthermore, in a study by Mpanza (2006), teachers insisted that the school is for learners, not pregnant girls, or mothers.

Martens (2011) reports that transportation and childcare problems in the past have prevented girls from returning to school during pregnancy or after having a baby. In another study, teachers indicated that some girls failed to return to school after delivery because their parents were disappointed in them. They also added that parents were forced to channel resources into caring for the new-born instead of paying school fees for teenage mothers (Wekesa & Kitainge, 2022). Moreover, a research done by Mweemba (2014) revealed that teenage mothers who returned to school encountered challenges arising from stigma from fellow learners, lack of child care support, emotional instability due to lack of guidance and counselling services in schools, and the pressure due to conflicting roles. Such negative experiences can diminish the interest of teenage mothers to re-join school.

Onyango, Ngunzo Kioli and Nyambedha (2015) conducted a study on school re-admission among teenage mothers. The study sought to determine the interest of teen mothers to re-join school. The study employed a mixed methods research design, and data was collected through questionnaires, interviews and focus group discussions. The study established that most teen mothers were not interested in re-joining school because they faced various limitations that prevent them from continuing with education. It was recommended that there be a review of education policy to address the inclusion of teenage mothers and enhance equality in education access. The study also underscored that teenage mothers' interest to re-join school should be considered from both the school and home context. Therefore, Onyango *et al.* advocate for concerted efforts involving teachers, parents and students at home and in school to help

teenage mothers resume their education.

## Methodology

The research adopted a mixed methods approach to investigate the prospects of teenage mothers resuming secondary education Tanzania. The study employed an exploratory design. The design allowed the collection of large quantities of qualitative data than quantitative, which were then used for comparisons. The study targeted five wards with six villages having human population of 18,685 people. There were six public secondary schools in the wards that were involved in the study. These wards were selected because they had a significantly high number of reported dropout cases due to pregnancies. A sample size 100 was determined using the Taro Yamane formula (Yamane, 1967). The researchers used purposive sampling to select 8 teenage mothers, 6 heads of schools, 8 parents of teenage mothers, quota sampling to get 30 non-teenage mother parents and simple random sampling to sample 48 secondary school teachers to participate in the study. Interviews were used to collect the research data from teenage mothers, teenage mothers' parents, and heads of school. Focus group discussion was used to collect data from non-teenage mother parents while a questionnaire was administered to secondary school teachers.

The test re-test method was used to test the reliability of data collection tools. The Pearson product-moment correlation coefficient of 0.78 indicated that the tools were reliable. The triangulation of methods also helped to ensure validity of qualitative data. Qualitative information was collected using an interview guide and focus group discussion guide. The researchers also kept field notes using a pen and notebook during the interviews and FGDs. The researchers also tape-recorded. The qualitative data was then analysed thematically. Quantitative data was analysed using descriptive statistics with the support of Statistical Package for Social Science (SPSS), version 20. The data was the presented in percentages and frequencies.

## Results and Discussion

### *Teen Mothers' Interest to Resume School*

The study sought to assess the interest of teenage mothers to re-join secondary education in Butiama District in Tanzania. Therefore, teachers were asked to indicate and explain whether or not teenage mothers were interested in returning to school after delivery. Table 1 presents the teachers' responses to the item.

Item	Frequency	Per cent
Yes	16	33
No	32	67
Total	48	100

**Table 1:** Teenage Mothers' Interest to Resume Secondary Education

Source: Field data (2022)

The results in Table 1 show that 16(34%) of the teachers agreed while 32(66%) disagreed that teenage mothers were not interested in re-joining secondary education after birth. Therefore, it was deduced that most teen mothers in the Butiama District were not interested in returning to school. This finding supported the study results Mweemba (2014) who found that teenage mothers do not re-join school because of the challenges they face upon resuming, such as stigma from fellow students and emotional distress.

From the in-depth interview with heads of schools, it was also reported that most of the teenage mothers were not interested in re-joining secondary education after giving birth. The school heads said they usually advised these mothers to re-admit to other schools if they felt scared to return to their previous institutions. One of the teenage mothers' parents expressed her reasons for not sending back their girls to school thus:

We wished their daughter to acquire an education so that it will help them in future life. However, when these children go to school, they get involved in bad things that lead them to get pregnant. Once you ask them to continue with schooling after giving birth, they may continue having marital relationship with the man who got them pregnant and get another pregnancy (Interviewee Y4& Y5, June 2022).

The above findings agreed with the sentiments of Baafi (2020) that most teenage mothers are not interested with continuing education due to psychological problems stemming from being side-lined by their parents and other relatives.

On their part, teenage mothers said they found it challenging to re-join school because they would struggle to concentrate, having to think about their young children most times. They therefore preferred to stay home and tend to their children. Evidently, teenage mothers were not interested in resuming learning after birth due to the challenges associated with re-joining school. Mweemba (2014) contends that teenage mothers who return to school encounter challenges stigma from fellow learners, emotional distress of motherhood and the lack of career guidance and counselling in schools.

### ***Reasons for not Resuming School***

Teachers were asked to give the likely reasons most teenage mothers in the Butiama District did not prefer to re-join secondary education after giving birth. They identified the major reasons to include out teenage mothers' feelings of shame and despair, priorities of child care, pressure from parents, inability to balance between motherhood and schooling, and lack of support. These results were as presented in Table 2.

**Table 2:** Reasons for Teenage Mothers Not Re-joining Secondary Education

Item	Frequency	Percent
Feel ashamed	11	22.9
State of despair	11	22.9
The problem of childcare	14	29.2
Balance of motherhood and schooling	6	12.5
Lack of support	6	12.5

Total	48	100.0
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Source: Field data (2022)

Table 2 indicates that the problems of childcare was cited by most teachers (2.2%), while feeling ashamed (22.9%) and state of despair (22.9%) were the second most prevalent factors preventing teen mothers from re-joining school. Teen mothers' inability to balance between motherhood and schooling (12.5%) and lack of support (12.5) were ranked as the least reasons teenage mothers could not re-join school.

In the interviews, the heads of schools indicated that most teen mothers did not re-join school because of stigma from their fellow students, teachers and the other members of the community. As such, teen mothers preferred to stay home than to go to school and be ridiculed by their peers. In his study, Mweemba (2014) suggests that expanding counselling for teen mothers can increase their interest with re-joining school after giving birth.

Students who participated in the focus group discussions also affirmed that most teenage mothers in Butiama District were not interested in re-joining schools. They said majority of these mothers believed they would not perform well in school after taking long breaks. As such, most teenage mothers had given in to despair. This finding supported those by Martens (2011) who indicates that some teenage mothers abandon school after delivery because they feel their parents are disappointed in them. However, as revealed in the study, some teenage mothers preferred to go back to school after birth. This cohort believed that education could improve their well-being and that of their children. This view concurred with the sentiments of Chebet *et al.* (2019) that some teenagers still show interest in enrolling in school after birth to complete their studies.

The findings further revealed that child care was a big challenge for teenage mothers to continue their studies. This is supported by Martens (2011) who contends that childcare problems prevent most teen mothers from returning to school. Clearly, the results indicated that the burden of motherhood is an obstacle to education for most teenage mothers. This is in line with the study finding by Schaefer *et al.* (2012) that returning to school after childbirth is not easy for most teenage mothers because of the trouble of balancing time for education and childrearing. Further, most teenage mothers who return to school register a drop in academic performance, which discourages them further from continuing with schooling.

Lack of support was also identified by non-teenage mother parents during focus group discussions. This finding showed that teenage mothers in Butiama District did not receive support from their families and communities to re-enter school after giving birth. The result correlated with the findings by Baafi (2020) that most teen mothers were released from school due to absence of systemic structures and procedures to their education. Moreover, the study established that teen mothers undergo psychological traumas stemming from being rejected by their parents, shunned by fellow students and teachers.

However, the heads of schools said they often encouraged and advised teen mothers to go back to school. They also urged teenage mothers to find other schools they felt comfortable re-enrolling for studies. Overall, the findings show that teen mothers

receive some support from the school heads. This is in line with the view by Kurgat (2016) that school administrators play a role in convincing teen mothers to re-join school by providing guidance and counselling. However, Kurgat found that schools do not provide material support to ensure more teenage mothers re-join and stay in school. Thus, there is a need for collaborative efforts involving the community, parents, guardians and other governmental and non-governmental organizations to support teen mothers materially and financially to complete their education.

Participants in focus group discussion also identified some factors that determine teenage mothers' decision to re-join of school after giving birth. These include discrimination from parents, lack of support from the school, government and community, stigma, cultural issues, poor implementation of the re-admission policy, readiness of teenage mothers to re-join school, and economic aspects as key. According to the FGD participants, most teenage mothers are side-lined by their parents after giving birth. Some parents feel and openly show their disappointment their daughters' teen pregnancy, which makes most teen mothers afraid to seek support in child care or to continue with school. This is in line with the view by Wekesa and Kitainge (2022) that most teen mothers fail to return to school after delivery because their parents are disillusioned by their daughters getting pregnant.

Additionally, community members who participated in the focus group discussions indicated that there was poor retention of teenage mothers in schools. This poor retention was attributed to lack of proper structures and policies to address the unique need of teenage mothers in schools and poor support from families and communities. This finding reiterated those from a study by Chebet *et al.* (2019) who found that poor support for re-admission policy in schools prevented most teenage mothers from re-joining school.

## **Conclusion**

Teenage mothers' interest to re-join school after giving birth is a crucial factor in whether or not they resume and complete studies. However, various other factors also influence their capacity to re-join school. These include stigma from fellow students and teachers, feelings of despair, problems with child care, being side-lined by parents, inability to balance between motherhood and schooling, and lack of support from the school, family and community.

## **Recommendations**

It is recommended that all secondary schools should create a learning environment conducive to meet the unique needs of teenage mothers who re-join school. Moreover, the government should formulate strategies to help school leaders and teachers in implementing the policy allowing teenage mothers to return to school. Schools need to strengthen guidance and counselling services to cater to help teenage mothers overcome stigma and despair as they re-join school after giving birth. Likewise, families, communities, non-governmental organizations and other education stakeholders should

support government effort to ensure teenage mothers re-join school and complete their studies. Moreover, guidance and counselling services should be extended to parents and families of teen mothers as well as other students to better support the re-admission and retention of teenage mothers in school.

Further research is needed involving private and public secondary schools to understand other factors influencing teenage mothers' access to secondary education. The same study should also be replicated across more districts in Tanzania.

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## Perception and Use of Teachers' Resource Centres by Secondary School Teachers in Biharamulo District, Tanzania

*Logatus Logation & Joyce G. Mbepera*

### Abstract

This study examined the perception and use of services provided by teachers' resource centres (TRCs) by secondary school teachers in Biharamulo District, Tanzania. Specifically, the study sought to assess secondary school teachers' perceptions of TRCs, determine the role of secondary school heads in promoting access and use of TRCs by teachers, and identify factors that hinder secondary school teachers' attendance of TRCs. The study involved 76 participants, consisting of 10 school heads, 3 TRC coordinators and 63 teachers. It relied on quantitative data collected using a questionnaire and qualitative data gathered by use of a focus group discussion and interviews. The findings revealed that secondary school teachers believed that TRCs could improve their teaching effectiveness despite being intended for primary school teachers. On the other hand, secondary school heads seldom reminded teachers to attend TRCs. Further, secondary school teachers' absence from TRCs was attributed to lack of funds, lack of modern resources at the centres, the long distance between their working stations and TRCs, and lack of individual teachers' commitment to improving their teaching efficiency. The study has significant implications for school heads, teachers, and the Ministry of Education, Science and Technology in reviving the regular use of TRCs for professional development. It was concluded that school heads did not understand or appreciate their role of encouraging teachers to attend TRCs regularly. The study recommends regular sensitization of secondary school heads on the importance of promoting teachers' attendance of TRCs.

**Keywords:** secondary school teachers, resource centres, school heads, TRC

### Introduction

Teachers' Resource Centres (TRCs) are places where teachers gather to discuss matters related to their work and where teaching and learning resources are housed (Knamiller *et al.*, 1999). They provide a meeting point for teachers and other education stakeholders. Historically, TRCs were first established in Britain between the late 1950s and early 1960s to help teachers develop as professionals and enrich the teaching and learning processes in schools (Knamiller *et al.*, 1999). In the late 1960s and early 1970s, a significant wave of educational reform in Asia and Latin America brought TRCs to the forefront as an innovative strategy towards improving teaching and learning. After this period of reform, TRCs continued to operate in some countries (Giordano, 2008). At the end of 1970s, the TRC concept began to be exported to developing countries (Mushi, 2003).

In Tanzania, the first TRC was established at Kleruu Teachers' College in 1972 with financial support from Denmark's government. In 1986, the Ministry of Education and Culture issued a directive to establish TRCs in every region and district (Qvist & Omar, 1996). By the year 1999, a total of 283 TRCs were already established in Tanzania Mainland and 9 in Zanzibar (Binde, 1999). As of 2018, three TRCs had been established in Biharamulo District, namely Nyakahura, Rubondo and Kikomakoma (Biharamulo District Council, 2018).

The TRCs have come to be regarded as an effective way of supporting teachers' professional development and providing an opportunity to access organized educational resources (Knamiller *et al.*, 1999). Giordano (2008) maintains that TRCs are intended

to deliver professional development activities such as in-service training that support teachers' instructions. According to Koda (2012), TRCs bring about significant educational reforms and professional development by helping teachers to identify problems and formulate solutions to such problems. They are the most important school curriculum bases in connecting curriculum development and teacher education to give professional support to staff and learners (Msuya, 2015). Further, teachers' resource centres provide a forum for teachers to discuss, network, exchange ideas, design teaching aids, seek advice, and communicate with other professionals about teaching and learning (Msuya, 2015). In a nutshell, teachers' resource centres are intended to help teachers deal with the day-to-day challenges and obstacles of globalization and changes in education.

Nonetheless, many researchers (Giordano, 2008; Knamiller *et al.*, 1999; Koda, 2006; Mirambo, 2007; Mushi, 2003; Qvist & Omar, 1996; Sabaya, 2011) are of the view that TRCs have not met their ideal objectives in many countries. They base this view on the fact that teachers continue to face challenges such as designing poor teaching aids and using old methods of delivering content to students. Ndikumwami (2013) observes that, in Tanzania, many primary school teachers work for more than fifteen years without any in-service training to improve their skills and knowledge despite the presence of TRCs. Furthermore, Sumra and Rajani (2006) found that most teachers continue to use rote techniques, requiring students to copy or take notes on the white/blackboard. This implies that these teachers have not been exposed to advanced and especially student-centred teaching methods.

Several reasons have been advanced for the failure of TRCs to meet their desires goals. Knamiller *et al.* (1999), who researched in Zambia and Kenya, found that many teachers did not access services provided by TRCs in their areas for reasons such as long distance to centres and lack of motivation. Hardman, Abrishamian, Chediell and Tibuhinda (2009) studied TRCs in Tanzania and found that the centres provided inadequate and or un-coordinated in-services. Koda (2006) also observed that teachers do not use resource centres frequently because they are denied permission by their supervisors to attend TRC programmes owing to shortage of staff in their schools.

Studies on TRCs in Tanzania have, however, focused more on the use of TRCs by primary than secondary school teachers. Therefore, the study particularly examined secondary school teachers' perceptions of TRCs, the role of secondary school heads in facilitating the access and use of TRCs by teachers under their supervision, and the factor(s) that hinder the attendance of secondary school teachers at TRCs in Biharamulo District.

Theoretically, the study adds to existing knowledge on TRCs' access and use. It highlights the role of heads of schools in helping centres meet their primary aim, namely improve the delivery of quality instruction in classrooms. Second, the study helps policy makers to identify strategies to improve TRCs accessibility. Third, the study gives insights into how TRCs can be better used by the Ministry of Education, Science and Technology to improve secondary school teachers' career development. This, in turn, will improve the teaching and learning processes in schools.

## Theoretical Framework

This study was guided by the Attribution Theory by Weiner (1972). The theory assumes that people desire to understand the reasons for the way they act. In other words, people seek to interpret causes to an event or behaviour and make reasoned attributes. The theory holds that attributions for these behaviours and outcomes ultimately help to shape emotional and behavioural responses. Weiner focused his Attribution Theory on achievement and at last identified ability, effort, task difficulty, and luck as the most important factors affecting attributions for achievement. The Attribution Theory involves three stages: behaviour must be observed, behaviour must be determined to be intentional, and behaviour must be attributed to internal or external causes.

For the purpose of this study, heads of schools must observe teachers' teaching ability, effort, commitment as well as subject mastery. School heads must then interpret causes behind how teachers teach to make necessary attributions for improved instruction delivery. In this case, improving teachers' perception of and response to TRCs services and encouraging the use of TRCs can enable them to improve their instructional competence.

## Literature Review

### *Teachers' Resource Centres and Professional Development*

Teachers' professional development entails processes and activities designed to enhance teachers' professional knowledge, skills and attitudes and subsequently improve learning (Guskey, 2000). Professional development in education aims to build and transform teachers' knowledge to achieve excellence in teaching (Compoy, 1997). Gaible and Burns (2005) argue that teacher professional development is a tool that policymakers use to convey broad visions, disseminate critical information, and guide teachers. Therefore, it is fundamental to promote teachers' development in several areas, including technology, teaching methodology and subject mastery. This is supported by Hassel (1999), who considers professional development as a process of improving teachers' skills and competencies needed to produce outstanding educational results for students. Considering professional development is essential in schools, Pollard and Tann (1993) assert that for the government to maintain high-quality education, teachers' professional development and learning should be continuous.

Teachers' resource centres promote collaboration among schools and teachers, co-operation among education professionals, and encourage more autonomy and professionalism (Giordano, 2008). Ribchester and Edwards (1998), Darcos (2003), and De Grauwe and Carron (2001) agree that such collaboration enables teachers from rural schools and those from urban schools to perform assigned activities jointly thus mutually enrich their teaching experiences and build networks for future co-operation.

### *Teachers' Perception of TRCs*

Many studies (Kisuda, 2005; Kimaro, 2005; Koda, 2006; Mirambo, 2007) have reported that teachers mostly perceive TRCs as lacking enough resources to develop

their careers. These scholars attribute the negative perception to the fact that most TRCs are poorly equipped. In Zambia, Knamiller *et al.* (1999) found that most teachers are of the view that TRCs are being underutilised and are less important for career development. On the contrary, Giordano (2008) found that most teachers in Tanzania, Nepal and Kenya consider TRCs useful in improving their work performance.

### ***Role of School Heads in Promoting TRCs' Access and Use by Teachers***

A study conducted by Giordano (2008) found that heads of schools encourage teachers to master and adopt advanced and effective teaching methods. With proper encouragement and support, teachers from different schools can meet monthly to share their innovations and work together on education projects (Richards, 1996). Sharing knowledge and experiences can speed up instructional innovations among teachers of different schools (Smith & Wohlstetter, 2001). Therefore, it is important for school heads to encourage and support teachers' attendance of TRCs.

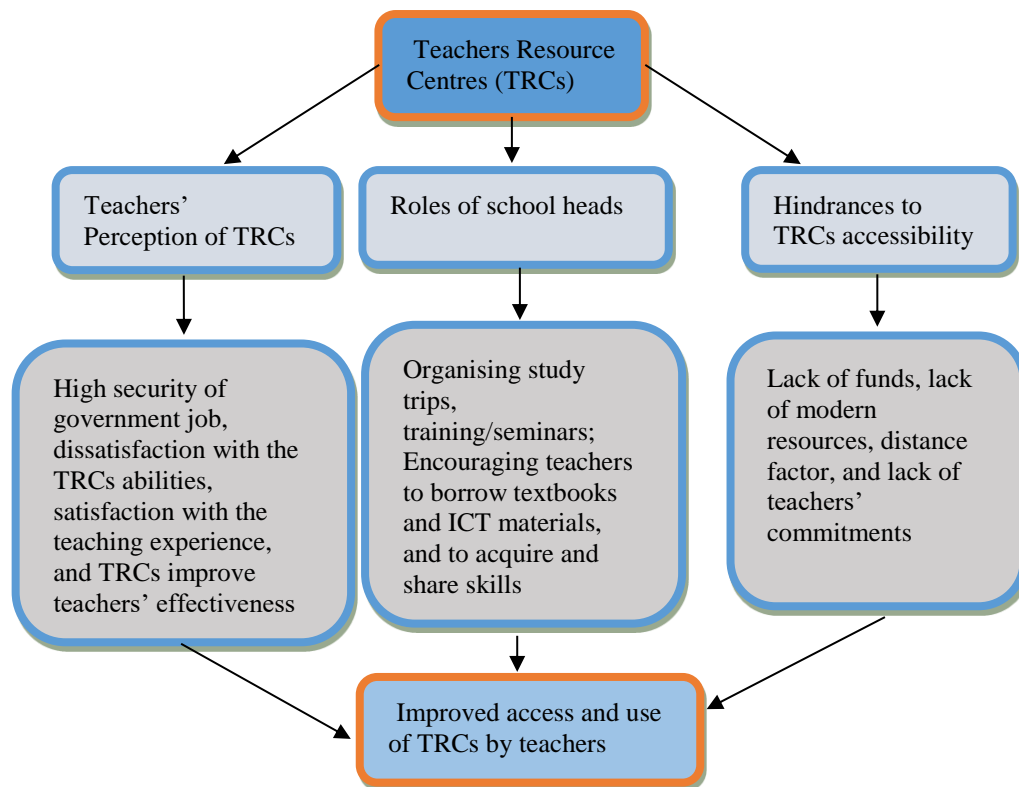
### ***Factors Hindering TRC Attendance by Secondary School Teachers***

Studies have revealed that most teachers do not attend at the TRCs for their professional development (Khan, 2015; Knamiller *et al.*, 1999). Similarly, Temu, Malmberg and Lindhe (2004) found that the average book borrowing from TRCs in Tanzania is 18 books check-outs per month and an average of 16 readers per week. They further observed that TRC libraries could accommodate 14 readers while seminar/workshop halls could accommodate an average of 37 participants at a time. This finding underlines one of the factors for the poor attendance of TRCs by teachers in the country. Indeed, concerning factors hindering the accessibility of TRCs in Tanzania, Koda (2006) identifies unavailability of learning and teaching materials, shortage of readings in libraries, insufficient funds and distant locations of TRCs.

### **Conceptual Framework**

Secondary school heads, through their roles, influence teachers' access and use of TRCs in the district. These roles include encouraging and inspiring teachers to attend TRCs, ensuring teachers borrow textbooks and reference material from TRCs, scheduling time on the school calendar/timetable to enable teachers to attend TRCs, organising study trips to TRCs, and encouraging teachers to acquire and share skills and knowledge at TRCs. Furthermore, teachers' perceptions influence their attendance of TRCs. For instance, where TRCs are perceived as unequipped to provide sufficient professional training, teachers are less likely to attend such centres. In contrast, if TRCs are considered instrumental in improving teachers' teaching effectiveness, teachers' attendance would increase. In addition, a sense of job security and satisfaction with their own levels of knowledge could make teachers reluctant to attend TRCs. Figure 1 shows the conceptual framework which guided the study.

**Figure 1** Conceptual framework



Source: adapted from Koda (2012)

As the conceptual framework shows, regular teachers' attendance at TRCs may be hindered by lack of funds, lack of motivation and inspiration from school heads, long distance of TRCs from teachers' working stations, and the lack of commitment among teachers.

## Methodology

This study employed a concurrent triangulation design. A mixed methods approach was used. The study was conducted in Biharamulo District. The District was selected because of reports indicating that teachers in the area were poorly prepared to teach (School Inspectors' Report-Western Lake Zone, 2015). The target population for the study was 651 consisting of 18 heads of schools, 3 TRCs coordinators and 630 teachers. Systematic random sampling was used to select teachers whereas every tenth teacher was selected. Purposive sampling was used to select TRC coordinators and heads of schools. School heads were purposively selected based on their understanding of TRCs' effectiveness and accessibility. TRC coordinators were chosen because they were best placed to discuss issues of continuous training teachers. In compliance with ethical principles of research, the researchers solicited research permit from relevant officials in Biharamulo District. The sample size was 76 respondents. It consisted of 3 TRC coordinators, 10 heads of schools and 63 teachers. Table 1 presents sample sizes of respondents.

**Table 1** *Sample Size*

<b>Respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Technique</b>
<b>Head of schools</b>	18	10	Purposive sampling
<b>Teachers</b>	630	63	Systematic random sampling
<b>TRCs coordinators</b>	3	3	Purposive sampling
<b>Total</b>	651	76	-

*Source:* Researchers (2019)

A Likert-type questionnaire, ranging from disagree to agree, was administered to sixty-three (63) teachers. Ten (10) school heads were subjected to focus group discussions (FGDs), whereas three (3) TRC coordinators were interviewed. Both quantitative data and qualitative data were concurrently collected. The quantitative data from questionnaires was analysed using descriptive statistics (percentages and frequencies), while the qualitative data from the FGDs were analysed through thematic techniques.

## **Results and Discussion**

### ***Teachers' Perception of TRCs***

This section presents the perception of teachers towards TRCs. Table 2 presents the results on teachers' perceptions of TRCs.

**Table 2** *Teachers' Perceptions of TRCs*

Item	Level of Agreement		
	Disagree	Neutral	Agree
TRCs improve teachers' effectiveness	2(3.2%)	1(1.6%)	60(95.2%)
TRCs were built to help primary school teachers	8(12.6%)	2(3.2%)	53(74.2%)
TRCs operate with insufficient resources	55(87.3%)	1(1.6%)	7(11.1%)
My teaching experience is sufficient	57(90.5%)	2(3.2%)	4(6.3%)

*Source:* Field data (2019)

### **TRCs help Improve Teachers' Teaching Efficiency**

Table 2 shows that most teachers, 60(95.2%), perceived the TRC services as helpful in improving their teaching effectiveness. The school heads in the FGDs also affirmed that TRC services had helped improve teachers' teaching effectiveness. They added that TRCs had enhanced teaching techniques and professionalism. As one school head indicated: "Despite that they are located in distant places from secondary schools, the three TRCs in the district are meant to support teachers in their profession" (Head of

School 7). The findings concurred with those of Qvist and Omar (1996) and Giordano (2008), which indicated that TRCs help to strengthen teachers' professional capacities through in-service training programmes.

### **TRCs are Under-Resourced Institutions**

Many teachers, 55(87.3%), and school heads from 5(83.3%) out of 6 FGDs perceived TRCs as under-resourced institutions. They claimed that the government underfunded the centres. Indeed, there is low allocation of funds to the government's Education Sector Development Programme (ESDP) that is aimed at providing teacher training and professional development facilities, including the rehabilitation and utilisation of teachers' resource centres (United Republic of Tanzania [URT], 2008). The school heads suggested that the government should enlist the financial support of donors and NGOs to enable TRCs to realise their mandate.

The inadequate facilitation of TRCs renders them unable to provide quality professional training for teachers. These findings affirm the view by Hardman *et al.* (2009) and Komba and Nkumbi (2008) that their services at TRCs in Tanzania are inadequate and un-coordinated due to poor support from government.

### **TRCs are Reserved for Primary School Teachers**

A majority, 53(84.2%), of teachers and many school heads from 6(100%) FGDs believed that TRCs were specifically designed to help primary school teachers, not secondary school teachers. For this reason, many heads of secondary schools said they seldom talked and advised their teachers to attend and use TRC services. One school head had this to say during an FGD:

First of all, I never heard my district secondary education officer and heads of school talking about TRCs. What I know is that such resource centres are there to support primary school teachers in need of upgrading their education levels, not secondary school teachers; that is why I don't even motivate my staff to visit those centres (School Head 2).

Additionally, the school heads said they put more emphasis on school development issues and teaching processes by using available resources within the school rather than through TRCs.

### **TRCs are Unnecessary**

Participants were asked to state if they felt sufficiently experienced or equipped and did not see a need for TRC services. Majority of the teachers, 57(90.5%), disagreed with the statement. In other words, they felt they were not experienced enough, and as such, needed TRC services to improve their effectiveness in teaching. They also felt that TRCs would help them to meet and network with colleagues. A school head made the following remarks:

Teaching experience is very important but has nothing to do with necessary adjustments required for teachers to competently teach during this era of ever-changing needs caused by

globalization and change in science and technology (School Head 9).

The above statement contradicts Dennis' (2001) observation that teaching experience makes one a good teacher and is a vital element in discovering what works in education.

Although there is strong evidence that teacher effectiveness and experience increase sharply after the first few years of teaching (Darling-Hammond, 2003), less competent teachers have an opportunity to develop their skills by using TRC services (MacNeil, 2004). Even for experienced teachers, the world is ever-changing, which means that teaching methods have to be updated. For instance, since early 2020, most learning institutions have gradually switched to teaching and learning online. However, most teachers in Tanzania lack the relevant technical knowledge of ICT. TRCs could thus provide teachers with training on ICT applications in all educational processes.

### ***Role of School Heads in Promoting Access and Use of TRCs***

School heads are bound to administrative and instructional roles in their respective schools. They are also required to ensure teachers receive continuous training (Giordano, 2008; Burton, Carper & William, 2011). In Tanzania, heads of school play are tasked with encouraging and supporting teachers to attend TRCs to improve their teaching efficiency. As such, the second specific objective of the study sought to explore the role of secondary school heads in promoting teachers' attendance of TRCs in Biharamulo District, Tanzania. Table 3 presents the research findings.

**Table 3** *Role of School Heads in Promoting Teachers' Attendance and Use of TRCs*

Item	Level of Agreement		
	Disagree	Neutral	Agree
Organizing study trips for teachers to TRCs	57(90.5%)	2(3.2%)	4(6.3%)
Inspiring teachers to acquire new and effective ways of teaching at TRCs	57(90.5%)	2(3.2%)	4(6.3%)
Encouraging teachers to borrow books and teaching aids from TRCs	55(87.3%)	1(1.6%)	7(11.1%)
Insisting teachers' regular attendance of TRCs	63(100%)	0(0.0%)	0(0.0%)
Allowing teachers to share knowledge and skills at TRCs	57(90.5%)	2(3.2%)	4(6.3%)

Source: Field data (2019)

### ***Organisation of Teachers' Study Trips to TRC***

Table 3 indicates that most teachers, 57(90.5%), indicated that school heads did not organise field trips to TRCs. During the FGDs and interview, the school heads equally affirmed that they neither organised study trips for teachers to TRCs nor motivated teachers to acquire new and effective teaching methods from TRCs. This result could be explained by the earlier finding in which school heads believed that the TRC were not intended for secondary, but only for primary, school teachers. Wanzare and Ward

(2000) recommend that school heads should organise study trips for teachers to TRCs so that teachers can update their skills and enrich their teaching approaches.

### ***Promoting Knowledge and Skills Sharing in TRCs***

As Table 3 indicates, majority of the teachers, 57(90.5%), disagreed with the item that school heads insisted on teachers' sharing of knowledge and skills with other teachers at the TRC. Asked why they did not insist on their teachers' attendance of TRCs, the head teachers said TRCs were inadequately equipped and, in their view, the centres were not intended for secondary school teachers. Results from interview with TRC coordinators revealed that very few teachers regularly attended TRCs. One TRC coordinator attested to this in the interview:

I have been a TRC coordinator for about 6 years to date. I usually announce and call upon teachers to attend programmes designed for them. However, I'm always astonished because only a fraction turns up at the centre for programmes (TRC coordinator 3).

This implies that school heads seldom encourage teachers to share knowledge and skills at TRCs. Sharing knowledge and information quickly diffuses innovations among teachers from different schools; hence, it improves the teaching and learning process (Smith & Wohlstetter, 2001). To improve teacher professionalism, teachers need to constantly update their skills to advance their teaching methodology with the support of their leaders. This is supported by Hassel (1999), who considered professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for students. That is, teacher skills can be improved by allowing the sharing routine between teachers from one school with teachers from another school. Therefore, heads of school should support and encourage their staff to attend workshops and seminars organised by the TRC. Sigilai and Bett (2013), support that teachers need to be encouraged to develop lifelong reading habits and skills which in turn support their own self-development. They advise school heads to enable their staff to benefit from services offered by the TRCs effectively.

### ***Encouraging Teachers to Borrow Instructional Resources from TRCs***

As shown in Table 3, majority of teachers, 55 (87.3%), held that school heads seldom encouraged them to borrow textbooks and teaching aids from the TRC. This finding concurs with Pili (2006) who found that teachers failed to borrow textbooks from TRCs thus libraries in schools are not well equipped, having inadequate and shallow books. That is, most schools lack enough textbooks and other teaching and learning materials. Hence, the teaching and learning resources need to be borrowed from equipped TRCs. The interview results with TRC coordinators indicated that teachers inadequately use the available resources at the TRC. For instance, one TRC coordinator narrated:

I personally agree that very few teachings and learning aids are available at this centre. What I know is that though very few, their importance cannot be ignored. Therefore, teachers are highly expected to come and borrow these available resources so as to aid in the teaching

and learning processes (TRC coordinator 1).

This finding is reaffirmed by findings from Temu, Malmberg and Lindhe (2004) who found that school heads inadequately encouraged teachers to borrow books from the TRCs. They found that only 18 teachers borrowed books per month and only 16 read at the TRC library per week. Therefore, heads of school need to motivate, support and ensure that teachers solicit required teaching and learning resources, and use them when teaching.

### ***Insisting on Teachers' Regular Attendance of TRCs***

As shown in Table 3, all the teachers, 63(100%), indicated that school heads did not encourage teachers to regularly attend TRCs for their professional development. This finding was affirmed by the school heads during FGDs. One of the school heads, for instance, commented thus:

I usually conduct meetings, particularly during the tea break. Nonetheless, I have never encouraged teachers to attend TRCs for their professional development. What I have been telling my teachers is to prepare schemes of work, lesson plans and to teach students as directed by the government. I mean, implementing the student-centred method and practising competence-based approaches (School Head 7).

The above remarks indicate that secondary school heads lack knowledge on the use of TRCs in ongoing training of teachers, which explains why they seldom encouraged teachers to attend TRCs for career development. Another head of school also commented in FGD:

It is obvious that none of us is bothering insisting that teachers attend the TRC. To me, it has been a long since I heard about the issue of the TRC. Thus, it becomes difficult to react to the information. I think the TRC is forgotten in this district. As head of school, I must be first trained in the TRC for me to encourage teachers to attend TRCs for their professional development (School Head 5).

Clearly, school heads are disillusioned with the poor operationalisation of TRCs may play in enhancing teaching and learning in their schools. This underscores the need to not only encourage school heads to strengthen TRC attendance by teachers but also to ensure TRCs are effective in continuous development of teachers.

### ***Factors Hindering Teachers' Attendance of TRCs***

The study also sought to identify factors that hinder secondary school teachers' attendance of TRCs in Biharamulo District, Tanzania. Table 4 presents the findings of the study.

**Table 4** Factors Hindering Teachers' Attendance of TRCs

Item	Level of Agreement		
	Disagree	Neutral	Agree
Lack of modern resources and experts at the TRC	4(6.3%)	2(3.2%)	57(90.5%)
Insufficiency of fund and support to teachers at the TRC	2(3.2%)	1(1.6%)	60(95.2%)
Distant locations of TRCs from the working stations	8(12.6%)	2(3.2%)	53(84.2%)
Lack of teacher's commitments	8(12.6%)	2(3.2%)	53(84.2%)

Source: Field data (2019)

### Lack of Resources and Experts in TRCs

As shown in Table 4, most teachers, 57(90.5%), indicated that lack of modern resources and experts at TRCs was among the factors that discouraged them from attending the centres. On their part, the school heads, through the FGDs, revealed that TRCs did not have competent experts to train teachers on ICT applications in the classroom. They reported further that TRCs did not offer any new knowledge to teachers. One head of school reported:

You know that TRCs in our district lack new resources and modern technologies. It seems that TRCs have been forgotten; the government neither put emphases on nor employs IT experts for the centres. There are no computers or installed internet systems...no one would like to waste his/her time for attending these centres (School Head 2).

MacIsaac (1996) observes that availing sufficient resources to schools leads to improved teaching and learning processes and subsequently higher students' achievement. However, Tanzanian secondary schools, particularly community secondary schools, experience acute shortage of teaching and learning resources (Mitu, 2016). As such, TRCs in the district need to be equipped with adequate modern resources to enable teachers to access necessary materials for improved delivery of quality instructions.

### Insufficient Funding Support for Teachers to attend TRC

The study also found that most teachers, 60(95.2%), cited the lack of funding as a barrier to their attendance of TRCs. This finding reaffirmed the view by Giordano (2008) that forcing teachers to meet in-service costs out of their own pockets discourages them from attending resource centres. Similarly, the heads of schools intimated during the interviews that the government had not set aside funds to facilitate transport costs for teachers who wished to attend TRCs. This finding justifies the recommendation by Darling-Hammond (2003) that school budgets need to contain financial portfolios to attract, retain and support the continued training of teachers. As such, the government should ensure school budgets are improved to cover necessary support and fare for teachers to attend TRCs.

## Distance to TRCs and Teachers' Commitments

Many teachers, 53(84.2%), reported that the long distance between TRCs and their working stations, along with lack of teachers' commitment, hindered their regular attendance of TRCs. In Tanzania, most TRCs are located in towns, whereas majority of schools are in rural areas; hence, a few teachers can afford to attend these centres. These views were also shared by the TRC coordinators. One interviewee had this to say: "...and I have friends who are teachers, but when I ask them reasons for their absence from TRCs, their answer is always the long distance of the centres from their schools" (TRC Coordinator 2). This affirmed Koda's (2006) finding that the long distances between schools and TRCs denied most teachers access to TRCs.

The heads of schools also added that teachers lack commitment to attend TRCs, which is a prerequisite for their professional development. As one school head put it:

What I think is that teachers' readiness is crucial. Even after being encouraged, teachers need to be ready by themselves to attend the TRC. The same readiness, which makes most teachers engage in moonlighting activities, is needed in attending the TRC. Teachers should show commitment in seeking skills from the TRC (School Head 9).

The head teacher is suggesting that teachers who are committed to in-service training will find ways to overcome obstacles such as distance between the TRC and the working stations, lack of funds, and lack of encouragement.

## Conclusion

Most of secondary school teachers believe TRCs are useful in their professional development. However, many other teachers and head teachers understand TRCs to be designed for professional development of primary school teachers only. This partly explains why majority of school heads did not encourage or facilitate teachers to attend TRCs. Likewise, school heads rarely organise study trips for teachers to attend TRCs for their professional development and improved instruction. Furthermore, teachers' attendance of TRCs is challenged by the lack of funds for transportation, lack of encouragement from school heads, long distance between their working stations and the TRCs, and lack of commitment to attend the TRC for career development.

The study recommends that the Ministry of Education, Science and Technology should equip TRCs with modern teaching and learning resources to enable them to effectively meet their objective of in-service training of teachers. There is also a need to strengthen school heads' role in encouraging and facilitating teachers under their supervision to attend TRCs regularly for further professional development.

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## **Drivers of Motivation among Instructors in Higher Education in Kenya**

*Siringi Elijah Mirwoba*

### **Abstract**

There is a general concern about the rise of demotivation level amongst faculty members in universities globally and in particular in Kenya. This paper investigates this phenomenon as a predictor of best teaching practices to unveil knowledge on drivers of motivation of instructors in Kenya. The study draws heavily on a critical review of secondary data on utilizing content analysis methodology to draw and interpret inferences. From the findings, many factors are responsible for motivation and demotivation of instructors in higher education. The study revealed that higher education instructors derive great motivation and fulfilment from the fact that they play pivotal roles in skills development the actualization of the learners. However, poor work conditions, low financial budgets and regular industrial strikes impair directly with their motivation, which also affects quality assurance in Kenya's higher education sub-sector. Extrinsic motivation strategies can play a great role to resolve problems that higher education instructors face today in the African continent. Therefore, consideration needs to be made urgently to provide decent working environment and facilities in universities, and to honour commitments of Collective Bargaining Agreements (CBAs) between universities and university staff unions. Linking motivation of instructors to quality assurance in high education sub-sector is an opportunity for university leaders to rethink the balance between intrinsic and extrinsic motivation strategy knowledge and their institutional policies.

**Keywords:** motivation, instructors, higher education, intrinsic, extrinsic

### **Introduction**

The present study puts into perspective the importance of university teaching staff's motivation discourse as a linkage to productivity in higher education. It draws insight from literature that explored the levels of motivation to work among instructors in public universities in Kenya. The paper explores some areas in which future considerations of the notion of lecturer motivation might be found usefully. It also argues that the educational context (from within and outside universities) is critical in lecturer motivation. This is because the concept of instructor motivation has been questioned by a number of scholars, considering that these staff play a key role in enhancement of scientific and technological advancements, research and teaching and learning activities.

It is common knowledge that universities rely heavily on lecturers' educational skills and qualifications to realize their aspirations to quality education. This fact underscores, first, the importance of proper pre-service and in-service training of lecturers. Second, it underlines the importance of motivation, which is a product of both the working environment (within university) and the context in which universities operate (outside the university). The reality in Kenya is that lecturers are, first, poorly paid (McCowan, 2018). Second, there are issues of delay in payments of their dues. Due to poor funding of universities, these institutions also struggle to provide incentives to dons most times. Meanwhile, these lecturers live in increasingly complex economic contexts that puts demands on them to provide for their families and communities (Kilonzo & Magak, 2013). Consequently, it is critical that universities give priority to

issues relating to university teaching staff motivation since they affect service delivery in general and quality assurance of high education. Therefore, this paper opens with an examination of the practices and experiences of the prevailing motivation of instructors, which has been underlined by many scholars (such as Kilonzo & Magak, 2013 and McCowan, 2018) as a serious concern. This view is supported by a study on academic motivation conducted by Pintrich and Schunk (2002), which reveals that motivation is positively associated with academic achievement, academic performance and “will to learn”. This premise reiterates similar studies on motivation (Chepkilot, 2004; Joarder & Sharif, 2011; Ssesanga & Garrett 2005; Zainol *et al.*, 2016), which identified the teaching staff’s occupational status, job satisfaction, labour turnover, pay and benefits, recruitment and deployment, attrition, and absenteeism as factors that directly influence quality assurance in higher education.

In another article by Spaul (2014) focusing on brain drain in the sub-Saharan Africa (SSA), it is shown that, each year, thousands of highly educated Africans, including many of the continent’s brightest academicians and scholars, leave the continent to pursue careers in the developed world. Spaul reveals worrying statistics recorded in the year 2010/11 and which indicate there were 2.9 million tertiary-educated migrants from the sub-Saharan Africa living in Organisation for Economic Co-operation and Development (OECD) countries. These huge numbers reflect the high levels of brain drain affecting many organizations, including universities in SSA. Many scholars regard the phenomenon of brain drain as a persistent problem for organizations (Yin-Fah, Foon, Chee-Leong & Osman, 2010). Moreover, brain drain is observed to have a detrimental effect on high labour turnover, especially since the departure of high performing employees threatens the long-term survival of an organization (Brereton, Beach & Cliff, 2003).

It is disheartening that many universities in Kenya are not keen on emerging issues relating to instructor motivation. The escalation of demotivation among lecturers in Kenya has led to substantial decline of quality education in the country’s universities. It has also resulted in what we call ‘de-professionalization’, which describes the departure of many lecturers from teaching into other professions they consider more rewarding.

Motivation of professors can be conceived as a cycle in which thoughts influence behaviours, drive performance, which subsequently re-affect thoughts. Maslow’s (1943) theory of motivation indicates that people are driven by the need to fulfil their own needs. Similarly, the Two-Factor Theory or the Motivation Hygiene of Herzberg (1966) postulates that for an employee to be truly motivated, the employee’s job has to be fully enriched where the employee has the opportunity for achievement and recognition, stimulation, responsibility, and advancement. Therefore, the study poses the following research questions:

- i. To what extent does intrinsic and extrinsic motivation strategies affect university instructors?
- ii. What are the implications of teaching staff demotivation on quality assurance in higher education?

- iii. To what extent are intrinsic and extrinsic motivation strategies being adopted to improve university quality assurance?

This article is organised into seven sections. The first section is introduction. The second section captures the conceptual framework and the third section captures the theory on which the study was anchored. The fourth section describes the methodology. The fifth and sixth sections are devoted to presentation and discussion of findings, and seventh section draws conclusions and makes recommendations.

### **Theoretical Framework**

The study was anchored on Abraham Maslow's (1943) theory of human motivation. Maslow believed that individuals possess a set of motivation systems unrelated to rewards or unconscious desires. He argued that people are driven by the need to achieve certain levels of needs. Once a lower level of need is fulfilled, the individual seeks to fulfil the next level until the highest level is reached. Therefore, Maslow divided human needs into five levels on a hierarchy. These are further categorised into basic (or deficiency) needs, comprising physiological, safety, love, and esteem, and growth needs (self-actualization). Jerome (2013) argues that Maslow's operational definition of hierarchy of needs must not be blindly accepted as scientific fact because it is mostly irrelevant in certain organizations and to some parts of the world. This is simply because of the difficulties in the application of this theory.

Maslow's theory was deemed fit in examining the motivators of university instructors in Kenyan universities. According to Greenberg and Baron (2003), the theory demonstrates how managers can lead their employees or subordinates to become self-actualized. Greenberg and Baron examine the dual role of Maslow's theory, firstly, to organizations and secondly, to employees on the performance of their organization. When employees execute their best for the service of the organization, the culture and human resource practice should also ensure that the employees' level of needs are reflected in the values of the organization (Greenberg & Baron, 2003).

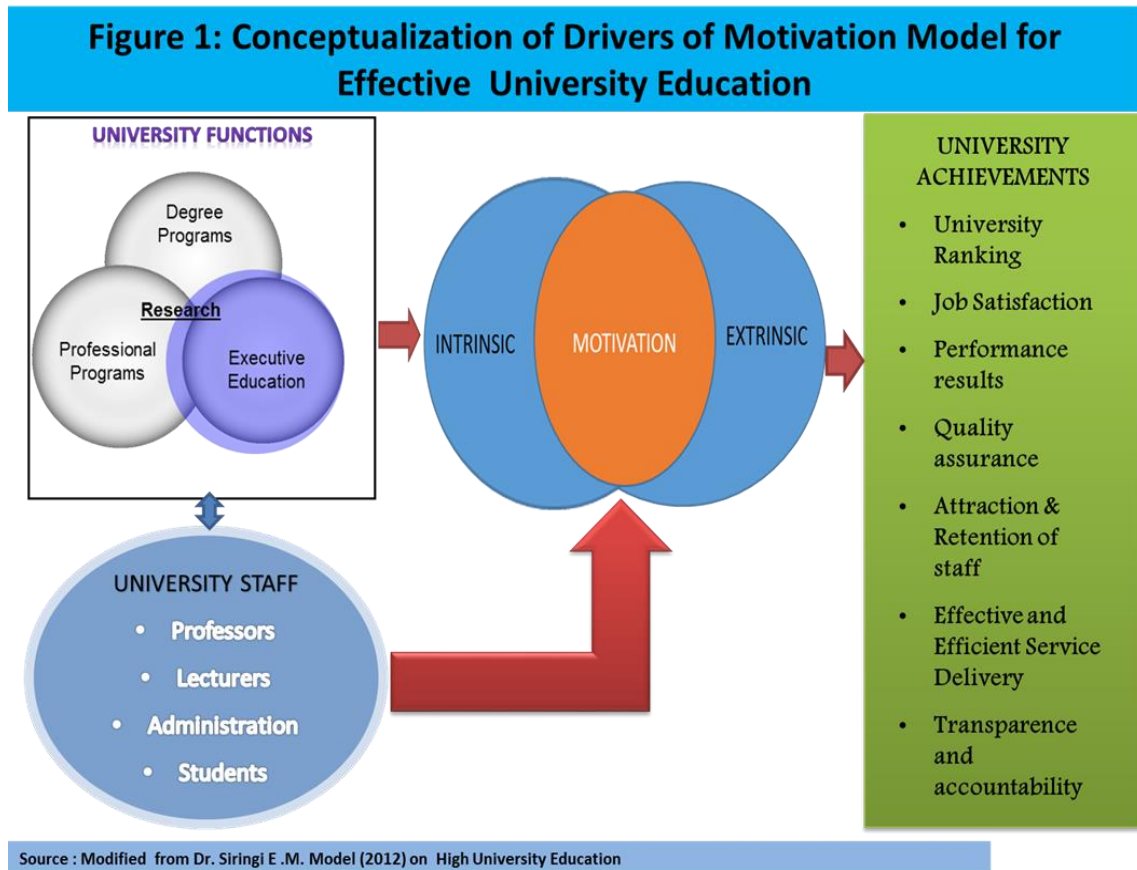
With significant influences from Maslow's hierarchy of needs theory, Malone and Lepper (1987) provide a summary of strategies that organizations can design and adopt to motivate individual employees: motivation through challenges; motivation through curiosity; motivation through control; motivation through fantasy; motivation through competition; motivation through cooperation, and motivation through recognition. To this end, these authors suggest that, ideally, organizations should provide better staff meals with ample time and space as well as pay allowance on employees' life essentials, including pension schemes, medical covers and life insurance. This proposition is supported by Robbins and Judge (2009) who sum up human resource management using five key concepts: motivating, disciplining, managing conflict, staffing and training. These facets of staff motivation and human resource management also apply to the intrinsic and extrinsic motivation of lecturers in universities.

## Conceptual Framework

The conceptual framework shown in Figure 1 illustrates the interplay of relationships of variables in the study. In the framework design, motivation is conceived as a multidimensional construct of intrinsic and extrinsic forces. As such, universities as working environments significantly influence the motivation of professors. Within universities, therefore, various intrinsic and extrinsic factors shape the teaching staff motivation, including work environment such class room environment, rewards/incentives, workload and administrative policies among others. A motivated academician is recognized by their high level of commitment, hard work, devotion, dedication and exemplary personal and professional character. A professor in a university is expected to be a role model for students. Siddique (2004) asserts that competent academicians make efficient use of broad, deep and integrated sets of knowledge and skills and make their lectures more interesting by coding examples.

In this context, university performance is highly depended on the motivated work force. Properly motivated, skilled and knowledgeable instructors can greatly elevate the standards of productivity and quality of institutions and nations. According to Sajid and Shaheen (2010), organizational success depends on the effectiveness of the performance of the individuals who constitute the human capital. University administration and management, therefore, need to adopt well-researched motivation strategies to inspire instructors to work to produce excellent quality results in the most efficient and effective manner. Illustrative of this fact is a study by Harris and Kaine (1994), who examined economists' views about their research approach and research activities. They found that higher performance levels are associated with a stronger career orientation in research undertaken. Therefore, in order to build a stronger motivation to undertake research, a higher degree of interaction with other economists and a work environment conducive to conduct research are needed. Besides, it is the duty of the heads of universities to carefully identify and address the staff motivating forces. According to Reeve (2001), motivation can come from two sources, extrinsic and intrinsic. As such, university lecturers are driven by both intrinsic and extrinsic motivational needs.

A lecturer who is intrinsically motivated by the need to undertake a task for its own sake, for the satisfaction that work provides, or for the feeling of accomplishment and self-actualization derived from their teaching profession. On the other hand, extrinsic motivation for a lecturer comes from the external rewards associated with working in the university such a salary. Extrinsic motivation strongly influences a professor's behaviour. Extrinsic (or hygiene) factors include salary, supervision, workplace relationships, policies and working conditions, among others. Conversely, intrinsic factors or motivators include achievement, advancement, work itself, recognition and responsibility. This article could provide useful insight to support strategies for enhancing academic staff motivation and quality assurance in universities.



## Methodology

This was a desktop research; it relied on secondary data drawn from materials published in forms of books and journal articles. Various studies related to the subject of academic staff motivation, especially in Kenya, were identified and critiqued using the content analysis method. Content analysis is suitable in this study because it is widely used in qualitative research. Qualitative content analysis is one of numerous research methods used to analyse textual data. Current applications of content analysis show three distinct approaches, namely conventional, directed and summative (Hsieh & Shannon, 2005). All three approaches were used to interpret meaning from the textual data and, hence, adhere to the naturalistic paradigm.

## Results and Discussion

### *Motivation of University Instructors*

Universities strive to have employees who are properly motivated to offer quality teaching and learning services. Motivation, in the context of higher learning, entails giving the staff the right mixture of guidance, direction, resources and rewards to support efficiency in their work and fulfil their needs. To achieve this objective, universities in Kenya have put in place various strategies to motivate their teaching staff. Considering that theories in human resource management and on employee

motivation suggest that motivated employees tend to be more creative and productive, it is prudent for university managers to use these theories to increase productivity and competitiveness in their institutions (Dugguh, 2014). Unfortunately, substantive evidence from existing literature indicates that motivation of faculty remains a prime challenge for university administrations in Kenya. In Kenya's university setting, some of the indicators of demotivated or poorly motivated teaching staff are: regular strikes, low morale, declining productivity, high employee turnover, increasing number of grievances, higher incidence of absenteeism and lateness, increasing number of defective products, higher number of accidents or a higher levels of waste materials and scrap. These propositions are supported by a study conducted by Ton and Huckman (2008), which concluded that faculty turnover is a result of low motivation. Another study by Ongori (2007) also draws links between employee turnover rate and the various job factors that affect motivation. In Ongori's study, job dissatisfaction was found to be a major factor in employees' decision to leave a university.

A study by Cader and Anthony (2014) entitled shows that the administration and faculty dynamics can play a strong role in determining the results of motivation among faculty members. Some faculty may find extrinsic factors, such as wealth, more motivating, whereas others may be more driven by intrinsic factors, such as personal fulfilment.

### ***Intrinsic and Extrinsic Motivators of University Lecturers***

Intrinsic motivation refers to behaviour that is driven by internal rewards. This means that a member of faculty in a university will engage in an activity because it is personally rewarding. Such behaviour arises entirely from within the instructor's mind rather than out of a desire to gain some external reward, such as prizes, money, or acclaim. On the other hand, extrinsic motivation results from the pursuit and attainment of tangible rewards given to the employee by the university, such as pay raises, bonuses and benefits. They are called "extrinsic" because they are external to the work itself and other people control their size and whether or not they are granted. In contrast, intrinsic rewards are psychological rewards that a lecturer gets from doing meaningful work and performing it well.

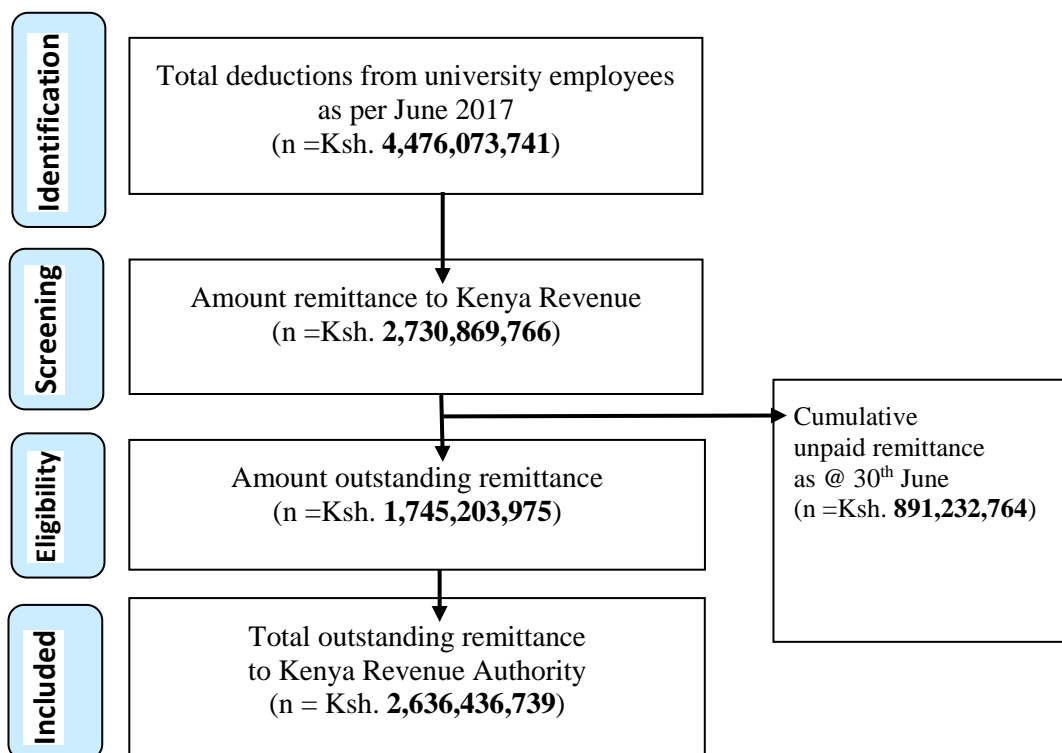
According to Thomas (2009), extrinsic rewards played a dominant role in past, when work was generally more routine and bureaucratic, and when complying with rules and procedures was paramount. Such work offered workers few intrinsic rewards, so that extrinsic rewards were often the only motivational tools available to organizations. Thomas further asserts that extrinsic rewards remain significant for workers today, adding that, of course, pay or salary is an important consideration for most workers when accepting a job, and unfair pay can be a strong demotivator. However, once the individual has accepted a job and issues of unfairness have been settled, extrinsic rewards become less important as day-to-day motivation is increasingly driven by intrinsic rewards.

Turner (2017) also postulates that extrinsic motivation is commonly used to entice employees into accepting a role. However, he challenges universities to invest more in intrinsic motivation for their staff. He further notes that universities need to make clear to the staff what factors need to be met to realize these extrinsic motivations. This will help universities to optimize output from employees' skill within the workplace.

Geofrey (2010) investigated public universities academic staff performance in Makerere University in Uganda. The study found that motivational factors significantly affected lecturers' teaching and research activities. In their study, Ayodele (2000) and Vandiver (2011) similarly established a positive relationship between availability of facilities (as a motivator) and work performance of academic staff. Another study by Akinfolarin (2013) posits that the higher education sector workers in Nigeria experience motivation challenges such as lack of adequate funding, low lecturer wages and salaries, lack of proper supervision of human and material resources, insufficient and poor research facilities, poor basic amenities such as water and electricity which are critical to lecturers' job satisfaction and motivation.

In Kenya, part-time lecturers often go unpaid for years in both public and private universities. Aineah (2018) discusses this phenomenon of demotivation in her article entitled *All work, no pay: The agony of being a part-time lecturer in Kenya*. The reveals that quality assurance in universities is compromised when pay is denied or delayed. The regulator of universities in Kenya, the Commission for University Education (CUE), stipulates, in the Universities Standards and Guidelines (2014), the ratio for full-time to part-time academic staff needed to support at any one given time an academic programme as 2:1. Unfortunately, this requirement is hardly attained by universities due to poor funding. Most universities in Kenya are unable to recruit adequate number of university lecturers. Further, Kenya does not have enough qualified PhD holders. This situation, therefore, makes it difficult for universities to fulfil a 2018 policy requirement by the Ministry of Education, Science and Technology Government of Kenya that a university lecturer hired must be a holder of a doctorate degree. It is important to note that the part-time lecturers in universities in Kenya comprise those on full-time employment in another university/industry/tertiary institutions and those who are still unemployed. The latter group (unemployed lecturers) keep on teaching with the expectation of getting full-time engagement with their respective universities. They survive on the reputation of being university lecturers while most of them can hardly afford to pay their bills. In some cases, they have had to sue universities over unpaid teaching and supervision claims. In Kenya, therefore, university students are mostly exposed to poorly paid and demotivated tutors, a situation that greatly compromises the quality of university education.

The PRISMA flow Chart in Figure 2 unveils a database on the extent to which Public Universities in Kenya are defaulting in remittance of Pay as You Earn (PAYE) tax deductions to the Kenya Revenue Authority (KRA).

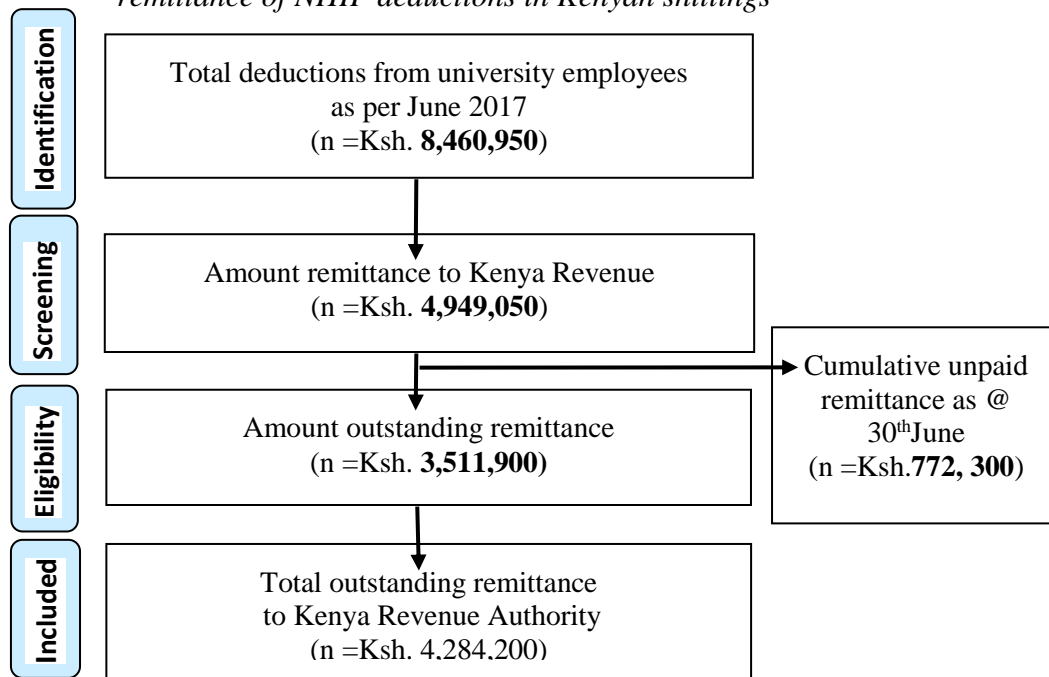
**Figure 2:** PRISMA 2009 Flow Chart for Public Universities in Kenya defaulting in remittance of PAYEE deductions to Kenya Revenue Authority

Source: Wanzala (2018)

The data in Figure 2 underlines the myriad challenges of funding for public universities in Kenya, which spells serious and negative implications on the motivation of academic staff. This proposition is supported by the Auditor General Report (Government of Kenya, 2017) and the Ministry of Education report (Government of Kenya, 2018) on the financial status of public universities in Kenya.

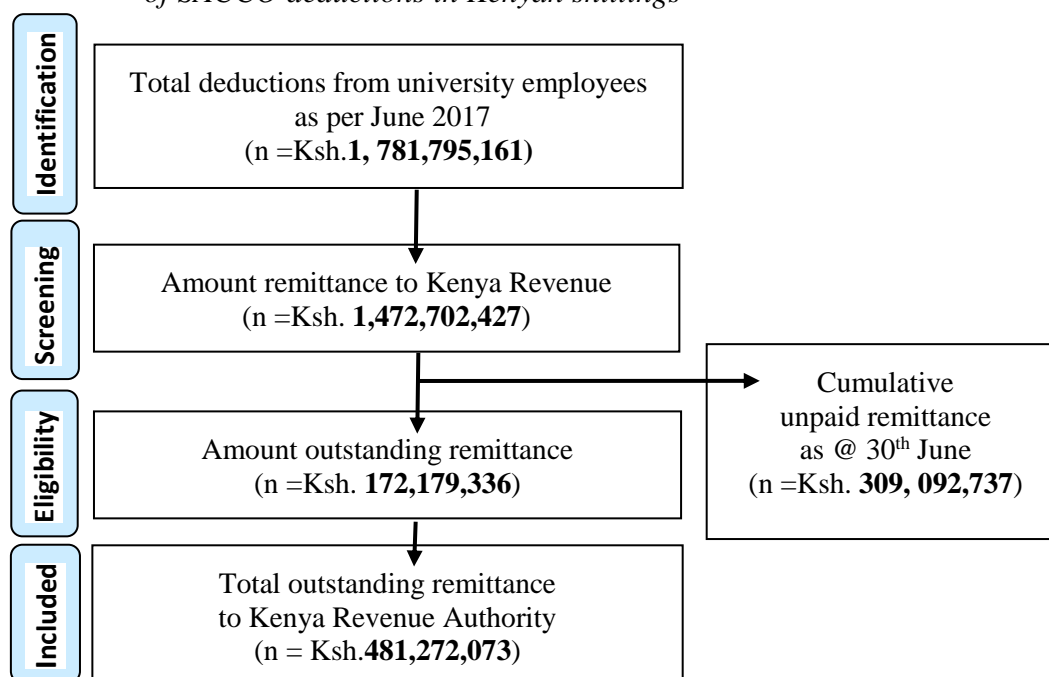
Other works, such as Rajab and Nyaundi (2018), Otieno (2019) and Wanzala (2018), have also cited the problem of under-financing as a challenge that continues to affect public universities negatively in Kenya. These scholars point out that most public universities in Kenya are merely surviving and unable to meet their financial obligations, including submission of statutory deductions to various agencies such as Kenya Revenue Authority, National Hospital Insurance Fund (NHIF), SACCOs, Higher Education Loans Board (HELB), and banks among others (see Figures 2, 3 & 4). Further, these studies show that the universities are struggling to pay salaries, allowances and pension to university staff, raising concerns over the future of some of the universities. It should be noted that the exchequer funding universities in Kenya is required by law to cater for human resource wages and the costs of running university operations in the ratio of 60:40. However, this funding ratio is yet to be honoured by the Government of Kenya. The consequences of under-funding of universities is, therefore, likely to escalate current job freezing, downsizing and eventually have a direct negative impact on staff morale and quality assurance in higher education.

**Figure 3: PRISMA 2009 Flow Diagram for Public Universities defaulted in remittance of NHIF deductions in Kenyan shillings**



Source: Wanzala (2018)

Another indicator of the critically demotivated or poorly motivated higher education instructors in Kenya is the persistent labour strikes in both public and private universities. In the year 2017/18, the University Academic Staff Union (UASU) and Kenya Universities Academic Staff Union (KUSU) were at loggerheads with the Government of Kenya on issues of labour, which resulted into two university staff unions calling members to go on strike after giving a twenty-one days' public notice. The industrial action disrupted learning for nearly 600,000 students across 31 public universities. The university dons went on strike three times to push for the signing and implementation of the 2013-2017 CBA. The persistent and prolonged lecturers' strikes led to the closure of several universities over the duration of the strike. A study analysis on the matter of protracted lecturers' strikes in Kenya identifies issues of payment of outstanding salaries and allowances as the key point of contention (Kamau & Wanzala, 2018). The consequences of these strikes have been study loss of time wasted through postponement of studies, delays in graduation, decline of quality of education and poor motivation among students and university staff.

**Figure 4: PRISMA 2009 Flow Diagram for Public Universities defaulted in remittance of SACCO deductions in Kenyan shillings**

Source: Wanzala (2018)

The prevalence of labour strikes in Kenya underlines the value of extrinsic motivation to university dons. It is important to note that public university lecturers are public servants, just like all the employees in the civil service. Yet, despite the critical value they offer as experts in education and formation of the much-needed human capital in the country, their salaries and other compensations are not comparable to those of, say, politicians such as members of parliament (MPs), senators and members of county assemblies (MCAs). Harmonization of salaries and allowances across the public service sector is an old and tired debate in Kenya. The disparity of salaries and allowances thus remains a bone of contention between lecturers and the government. Academic qualification is not considered in the criteria for setting salaries for public service employees. As such, poor remuneration of higher education instructors in Kenyan universities is a chronic problem. Meanwhile, it is not uncommon for MPs to increase their salaries and allowances despite the glaring problem of poor payment of university dons. Wanjama (2018) captures this phenomenon very well in an interesting article titled “*MPs Raise their Pension by 700 per cent, Kenyan can't hold back*”. In this article, Wanjama points out that taxpayers are expected to pay MPs Ksh. 1.7 billion in pensions every five years. The pension payment was projected to hit Ksh. 2.7 billion by July 2020, which a significant increase to the Kenya's bloated wage bill burden. Such move by MPs tends to demoralize university lecturers whose constant call for pay review has gone unheeded for years.

The above scenario has attracted more lecturers into politics, where the pay is much better. It is not surprising therefore that since the start of devolved governance in Kenya in 2013, more professors and PhD holders have sought and won elective seats as MPs,

senators, governors and even MCAs in Kenya. The study notes that the hefty salaries and allowances is number one agenda for joining politics in Kenya. The incentives in the political arena appeal to the extrinsic motivation needs for these professionals. Although the effect might be less than intrinsic motivation (Deci & Ryan, 2004), the expectancy for those extrinsic rewards can positively influence professors' attitudes towards the value of education in general. This is evidenced in a study by Steijn (2008) who utilised the construct of person-job fit model.

The study found that workers with a public service motivation (PSM) fit are more satisfied and less likely to leave. In other words, the effect of PSM is enhanced when workers believe that their job is useful to society. Public Service Motivation (PSM) is an attribute of government and non-governmental organization (NGO) employment. It explains why individuals have a desire to serve the public and link their personal actions with the overall public interest. Understanding the theory and practice of PSM is important in determining the motivations of individuals who choose careers in the government and non-profit sectors despite the potential for more financially lucrative careers in the private sector (Battaglio, 2010). Therefore, it is possible that lecturers who opt for public service may also be driven by other intrinsic factors aside from the promise of a lucrative pay. This is a hypothesis worth testing in an empirical study involving lecturers who have opted into politics in the last three elections in Kenya. This study affirms the view that while providing extrinsic rewards is still critical to attract competent employees, intrinsic rewards also need to be emphasized (Light, 2007).

## **Conclusion**

The success of any university globally rests squarely on the level of motivation of its staff. Therefore, a proper motivation of lecturers is critical for quality assurance and sustainability of universities. Both the intrinsic and extrinsic motivation strategies are needed for job satisfaction, attraction and retention and quality service delivery by university staff. The research confirms the importance of both intrinsic and extrinsic motivation for university lecturers. Universities need to make effort to enhance the two types of motivation for quality assurance in higher education.

The study recommends that bold management decisions and review of education policies are needed to ensure university dons are motivated extrinsically and intrinsically. These may include increasing funding by the exchequer to universities to enable universities improve the work environment, facilities and honouring of commitments of Collective Bargaining Agreement (CBAs) that have been a bone of contention between universities and university staff unions for long. It is expected that motivation incentives of this nature will curb migration of professors into politics where there is a promise of hefty salaries and allowances.

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# Bongo Movies as Satirical Commentary on Gender Discourse

*Moses Kariuki Kiura*

## Abstract

This paper presents a critical analysis of movies from the contemporary Tanzanian African film sector, which is arguably one of the most significant literary terrains for gender discourse, not only in Tanzania but also across Africa. This analysis is part of a broader research initiative aimed at understanding gendered (re)presentational trends in film aesthetics. According to this paper, satire serves as a key artistic driver within the Bongo movie sub-genre. This paper examines how satire informs characterization, a fundamental aspect of the literary production concerning the gender debate and the role of film texts in addressing gender within their diverse contexts. Utilising the Theory of Film and Critical Discourse Analysis (CDA), the study engages with the creative essence of Bongo films. It focuses on two notable films that explore gender discourse: *Moses*, by Steven Kanumba, and *Bikira Kidawa*, directed by Octavian Natalius. The paper argues that the processes and agendas of characterization in the selected films, which are vividly expressed through the cast and action, are significantly influenced by Tanzanian local cultural aesthetics. These elements contribute to the universal literary function of (re)shaping cultures. The findings reveal that various forms of satire are extensively employed to depict the realities of gender-based non-conformity (vices) through creative choices regarding character types, their attributes, and the nature of their actions. It concludes that the successful elicitation of entertainment and laughter through the literary devices of satire serves corrective purposes, proving highly effective in the pursuit of sustainable positive transformation. The paper asserts that gender is a significant global concern that satire addresses through characterization in the selected bongo movies.

**Keywords:** Satire, Characterization, Bongo Movies, Gender, Aesthetics

## 1.0 INTRODUCTION

The functionalist perspective encourages an appreciation of how societies historically (re)create the necessary tools and strategies to meet their survival needs and enhance quality of life. This perspective posits that societies invent and customize responses to various threats, adapting to the dynamic challenges they face. Odhiambo (2010) highlights a significant threat to life: in many regions worldwide, women are subjected to avoidable child molestation, rape, arranged marriages, economic disenfranchisement, spousal battery, and even murder. This observation underscores the persistent and dynamic disparities in life experiences between males and females, particularly on the African continent. Such disparities largely stem from societal constructs, including patriarchy, which shape these experiences.

The evolution of well-intended cultural practices into detrimental societal norms, particularly regarding the treatment of women and girls, has been critically examined by scholars such as Odhiambo (2010). In response to these negative impacts, society has sought pathways for mitigation, including the use of satire in film and literature. This approach often employs characters that, while seemingly negative portrayals of women, serve a deeper purpose in critiquing harmful cultural attitudes. Characters crafted through satire frequently embody traits that critics argue reinforce negative stereotypes about women. For example, as noted by Izumba (2017), male characters in various artistic often engage in discursive practices that normalize the dominance and

humiliation of women. These portrayals can be interpreted as reflections of entrenched cultural beliefs that position male superiority as an unquestionable norm. Such representations not only undermine the efforts of women and men advocating for change but also perpetuate attitudes that inhibit progress toward gender equality.

Satire serves as a powerful tool for social commentary in art. It works by exposing and ridiculing the flaws within societal norms. It operates on the premise that humour and irony can provoke critical thought in the audience regarding their own convictions and behaviours, thus triggering a change for the better. By exaggerating the absurdities of patriarchal practices, satirical works invite viewers to reconsider their acceptance of these cultural narratives. This method is particularly effective in film and literature, where familiar tropes can be subverted to reveal underlying injustices.

Bongo movies, which emerged over the past few decades, have become a vibrant creative space that collectively addresses various realities and life experiences. This includes the problematic portrayal of gender imbalance, particularly highlighted in Shartielly's (2005) analysis of the Tanzanian television commercials. Shartielly criticizes the negatively skewed representation of women, who are often depicted as weak and dependant on men. In contrast, men are presented as powerful, intelligent and foundational pillars of positive societal attributes. Shartielly's work underscores how these portrayals contribute to a broader narrative that reinforces gender stereotypes in Tanzanian media.

Shule (2017) observes that Bongo movies are defined as video films produced in Tanzania by Tanzanian crew and actors, utilising Kiswahili as the language of identity. The predominant themes in these films revolve around social life, with 'love and sex' featured in approximately 80% of the productions. The use of Kiswahili language in this cinematic landscape can be traced back to the pre-independence era of Tanzania, where a handful of films, including notable works featuring the late Prime Minister Rashidi Mfaume Kawawa, such as *Chalo Amerudi*, *Mhogo Mchungu*, *Wageni Wema* and *Juma Matatani* (Mbura, 2012; Philemon, 2013). While scholars have made significant contributions to the understanding of Bongo movies through historical analysis, there remains a notable gap regarding the exploration of satire as a device employed to develop symbolic characters. This satirical approach is often utilized to invoke laughter for corrective purposes. Critics contend that the portrayal of gender imbalance serves not merely as a reflection of societal realities but also as a means to critique and provoke thought regarding these imbalances.

## **2.0 PROBLEM, AIMS AND OBJECTIVES**

The film industry in Tanzania has experienced significant growth over the past few decades, positioning itself as a competitor to both the West African and South African cinema, as well as to American and Asian film industries. Central to these revolutions has been the emergence of Bongo movies, which have become a vital component of both domestic entertainment and edutainment, appealing to a wide continental audience

and an increasing global viewership. This success has often been attributed to several key factors: the use of Kiswahili as the primary language of production, the incorporation of language settings and experiences, and advancements in supportive technology (Kimario, 2018).

However, a notable gap exists in scholarly research regarding the dominant style of satire in these highly entertaining films. Existing literature primarily focuses on the evolution of language in Bongo movies, and common thematic elements, neglecting the unique linguistic resources utilised by characters to craft satire. This oversight is particularly significant in relation to critical thematic areas such as gender discourse. The lack of scholarly attention to satire not only creates a void in academic understanding but also leads to inconsistencies in expectations from scholars who aim to identify and analyse the major stylistic elements within this unique cinematic landscape. Moreover, while satire plays a crucial role in character development and narrative engagement within Bongo movies, it remains unexplored. This oversight suggests that satire is not merely an entertaining device but a significant factor contributing to the overall success of the Tanzanian film industry. Addressing this gap could enhance our comprehension of how Bongo movies reflect and critique societal norms, thereby enriching the discourse surrounding this vibrant film sector.

This study addresses the issue of how satire informs character development and contributes to both the stylistic and thematic success of selected Bongo films, particularly in relation to gender discourse. The paper aims to provide new insights that will enhance scholarly understanding of the film industry, particularly regarding Bongo movies, with a focus on characterization and its implications for gender debates.

### **3.0 LITERATURE REVIEW AND METHODOLOGY**

#### **3.1 Agenda on Gender**

Contemporary global society is increasingly aware of and sensitive to the challenges and threats that humanity faces. The question of gender equality occupies much of present-day social discourse, which is largely shaped by the media. Notably, artists in the performing arts have historically spearheaded discussions on these topics, actively engaging with their audiences to interrogate gender-related matters and collaboratively seek solutions. Literary artists recognize their pivotal role and responsibility in guiding society through its challenges. As Liyong (1990) subtly posits, “East or West, artists cry best. Because they have a heightened consciousness, they feel heat or cold before everybody else” and that “...the true artist needs not be told of his duties to himself and the society...does not wait till after a tragedy in order to regret . . .” (p. 6). This perspective underscores the active and leading creative role that artists play, particularly through the use of satire in characterization within film and the media. Such artistic expressions preside over critical discourses concerning gender-based issues and relationships.

Literature from various scholars has significantly shaped the conceptualization of gender. Efforts to clarify the distinction between gender and sex have played a crucial role in academic discourse, as highlighted by Scott (1986). Lorber (2007) further asserts that gender is neither innate nor static; rather, it is a social construct that is taught and learned, evolving dynamically alongside societal changes. She emphasizes that gender is “constantly created and recreated out of human interaction” (p. 276). Within this fluid framework of gender, artists often perceive threats that merit exploration and critique. Such scholarly literature provides a foundation for analysing films, particularly in how characterization is crafted to engage with these dynamics. Additionally, the use of satire serves to enhance this exploration, allowing for a deeper understanding of the social constructs surrounding gender.

Kimario (2018, p. 2) observes a significant increase in debates surrounding gender, particularly focusing on women's roles in society. These discussions reveal a persistent bias favouring men across various sectors, including politics, religion, education, health, economics and law. This assertion is further supported by Scott's (1986) analysis, which highlights that women perform two-thirds of work globally – both within and outside the home – yet they only receive ten percent of the total income generated worldwide. From this literature, we can derive checklist items for examining how satire is utilized in Bongo movies to construct characters that reflect and critique the gender realities in Tanzania. These items will guide our exploration of how selected Bongo films serve as a medium for societal commentary and engage audiences in discussions about gender inequalities.

Existing literature also presents a nuanced understanding of masculinity, emphasizing the specific ways in which boys and men are socialized into certain beliefs about what it means to be a man. Kimario (2018) argues that this social construction is a fundamental mechanism that perpetuates patriarchy. The dynamic evolution of patriarchy creates conditions that not only discriminate against women but also subjugate various types of men, leading to a broader social malaise. PDHRE (2005, p. 4) defines patriarchy as an ideology and hierarchy asserting the superiority of elite men over both other men and all women, a structure that has historically dominated global societies. Littera (2014) further elucidates that patriarchy derives its strength from deeply ingrained traditions, customs, cultures, and religious beliefs, which remain largely unquestioned in contexts like Tanzania.

Other studies have examined the themes of exclusion, negative representation, and unfair regard for women in favour of men. These include works by Collins (2011), Gilpatric (2010) and Lauzen and Dozier (2005). Women are often depicted as being watched over and saved, while the men are portrayed as the watchers and saviours (Bell et al., 1995, as cited in Decker, 2010). This study investigates whether Bongo filmmakers have recognised these patterns of representation and intentionally sought to counteract them, addressing potential threats highlighted in various commercial advertisements on television channels like ITV and DTV, as discussed by Shartielly

(2005). The media holds significant power in shaping societal beliefs and attitudes regarding gender roles. Our research explored how performing artists and directors of Bongo film industry can effectively lead their characters to address these gender issues. This endeavour is seen as a social obligation that aligns with the higher ethical standards expected in contemporary media narratives.

### 3.2 Unique Movie Discourses

Scholarly works that view movies within the parameters of literary arts are important. After all, movies may be viewed as texts that are rendered through the film medium. Kiura (2014) defines film as the art that uses language creatively to represent reality and human experiences. Additionally, movies are unique in many ways. They easily sync with interests of contemporary society and are prevalent and accessible through a broad variety of digital media.

Salomaa (2010) observes that TV-series often present women and men in diverse ways and, through repetition, seem to reinforce gender norms and stereotypes among their audiences. In this study, we take a keen look at how Bongo movies address gender concerns using satirical narratives that counter prevailing gender stereotypes in Tanzania. The study is cognizant of the fact that, satire, if not properly understood, can lead audiences to think that the films represent women in a biased way. The current study demonstrates how Bongo films use satire to exaggerate the absurdities of continued “normal” gender identity assigned to women by humorously presenting female characters as inferior and morally corrupt.

The current study aims to explore the literary foundations underlying the portrayal of women in various African films, including Bongo movies. It seeks to analyze how these narratives not only confine women to the role of passive and subordinate housewives but also depict them as malevolent figures. For example, Omari (2009) observes that in many Tanzanian works of art, including Bongo movies, it is common to see female characters portrayed as being “dishonest, voiceless and careless individuals who have little intelligence, are unfaithful, adulterous, and prostitutes who use their bodies as objects to earn their living.”

Sunderland (2006) also demonstrates how some popular African proverbs and creative sayings used by movie characters reflect cultures that debase women and their capacities. Such sayings include ‘women and children’s opinion’, ‘a woman’s tongue spreads gossip fast’, ‘men talk like books, women lose themselves in details’, ‘never listen to a woman’s words’, ‘three inches of a woman’s tongue can slay a man six feet tall’, ‘silence gives proper grace to women’, and ‘how hard it is for women to keep counsel’ (Sunderland, as cited in Littera, 2014).

The reviewed studies have not given a detailed evaluation of how Bongo films use satire to develop characters that challenge prevailing gender narratives in Tanzania.

Therefore, the current study examined the aesthetics and characterization of selected Bongo movies to determine the literary significance of satire in contesting gender norms and stereotypes through the film genre.

### 3.3 Methodology

The study was qualitative in approach, adopting a descriptive design. It targeted Bongo movies, especially that dramatized gender issues within specific social spaces. Two movies were sampled purposively for the study, namely *Moses*, by Steven Kanumba, and *Bikira Kidawa*, directed by Octavian Natalius. The two movies were sampled because they had received high rating and viewership within Tanzanian media. The study utilized data gathered through a close scrutiny of the sampled movies. The collected data was then analysed, interpreted and discussed thematically, applying the principles of literary criticism and the theories that guided the study.

## 3.0 FINDINGS

### 3.1 General Context

Kiura (2017) observes that aesthetics in literary texts are intricately linked to aspects of context, language and performance, which together form the unique literary expression of communities as they (re)negotiate cultural knowledge. The analysis of Bongo movies reveals that characters embody real-life experiences through their actions and dialogue within specific contexts. Producers, as artists, are acutely aware of the shared cultural elements, which enhances their ability to anticipate the reception, interpretation of and response to the various aspects of the movie. As Owomoyela (1979, p. 2) notes, the interaction between artists, characters and the audiences in film allows for collective evaluation of the interrelationships among all existing elements. This process helps members of a distinct Tanzanian cultural group establish a necessary sense of their place in relation to their environment and the forces that shape gendered identities within their world.

Since film artists are integral to society, they draw both artistic inspiration and content from their social experiences. The art in question refers to the aesthetic choices made in regarding devices and techniques, as well as how these elements are deployed in constructing the movie text. This construction ultimately effects and impacts specific target audiences and incidental viewers alike. The primary audience of Bongo movies consists largely of Kiswahili speakers, particularly those who are well-versed in Tanzanians culture. According to Burton (1950, p. 148), these viewers are not only credible artists but also reputable critics of the satire in drama and film.

Recognition of this fact is essential for guiding an artist's choices. Isolating certain audience segments, regardless of how common they may seem, can be detrimental to the art. These individuals possess the imagination, instinct, language, life experience and aspirations necessary to appreciate, evaluate and even create film texts that may rival the original. Therefore, it is reasonable to expect that a film producer will be

motivated by powerful shared experiences on significant life matters. Moreover, artists typically intend for their work to be understood in the most effective manner possible with the text.

To facilitate understanding, it is expected that the artist will draw upon the mostly effective stylistic elements from the shared and collectively generated cultural reserve. This approach enables the creation of impactful characters, scenes, actions and language that represent life and foster guided debate. Through this process, both the community of artists and the audience can collaboratively generate the knowledge, skills and attitudes necessary to address gender other critical aspects of life depicted in the film. We shall illustrate how this concept applies to use of satire in characterization by examining two selected Bongo movies.

### **3.1.2 Synopsis of ‘Moses’ by Steven Kanumba**

The movie is in two parts. Part 1 has Episodes 1 to 24 while Part 2 has Episodes 25 to 35. Episode 1 is set in a company boardroom where a meeting is just beginning. The chair lady is forced to adjourn it before any meaningful submissions, deliberation or discussions of any agenda. The main cause is that, in spite of several requests, Moses disrespectfully and arrogantly refuses to be guided by the chair. His sole reason is that the chair is a female. Members at the meeting, from their demeanour, find Moses’ behaviour comical and amusing. Moses makes many statements demeaning women as individuals without capacity to think.

Back in his office, a male colleague expresses distaste for Moses’ behaviour at the meeting. She asks him to explain his wrong actions and low opinion of women. Moses arrogantly seeks to justify his position, referring constantly to out-of-context examples from different books he had read. Upon his return home, Moses frustrates his wife’s efforts to welcome him home. He then leaves after a phone call from Rose, his sister. The sister wants to discuss her intentions to get married, as their culture demands a sister seeks permission from her brother. Moses humiliates and demeans her, dismissing her intentions. Rose stands her ground. She wants to get married. Moses threatens and insults Rose and all women in general.

This trend continues throughout the movie. Moses is depicted constantly presenting women negatively and men positively at home, in the office, and at refreshment joints among other places. Even while alone, Moses’ monologue is replete with gender biased thoughts. His arrogance is met with calm respect by others. On several occasions, however, people resist him. When called by his boss to explain the report of disrespect at the meeting, Moses confuses a seemingly poorly informed boss. He convinces boss to relieve Judith of her duties. Judith protests but she is told by the boss to take leave from the anti-female counsel by Moses. In another scene, Moses sleeps with a lady on the first day of their meeting at a restaurant. He takes her to his house. In the morning he expels her from his house with humiliation. He has become known for sleeping with several different ladies, whom he later disrespects.

Moses is on several occasions seen with books even in public places. Women often take the initiative to approach Moses with requests for friendship. Moses accepts all of them and invites them to his house the same day and they oblige. Moses declares he cannot marry because of the bad experiences he witnesses in other people's marriages. His logical option is to use every available woman for sexual pleasure with no commitment to lasting relationship. This disdain for marriage is the reason he dismisses his sisters' hopes for marriage.

Moses fights for a male employee who has been fired from work. Ironically, he fails to rescue a female who sends a distress call to him. When invited for dinner by Lucky, Moses displays poor table manners. He noisily scrapes his spoon on the surface of the plate while eating. This is a clear contradiction to his pretence of being imbued with a high level of western mannerisms. When he meets a clergyman in the next episode, Moses dismisses the existence of God. Interestingly, a short while earlier he was quoting the Biblical creation story while trying to demonstrate that women are inferior to men, since, as he says, women were made out of men and later after man had been created. When he learns about the death of a father of a sobbing heartbroken female relative, whom he finds waiting for him at his home, Moses is unmoved. In fact, he rubs in the pain instead of consoling her. The lady describes Moses as a devil disguised in human form. Part one ends with an episode wherein Mr Lucky has visited Moses to ask him about his position as far as getting married is concerned. Lucky also brings news from a lady interested in Moses for a relationship and marriage.

Part 2 opens with episode 25 set in the house of Moses when his sister arrives to introduce her new fiancé. Moses rubbishes the respectful gesture and humiliates the pair. The two later wed nonetheless. Later, Moses frustrates the efforts of his current girlfriend when she brings him flowers as a gesture of romance. Moses rudely humiliates her and condemns her for destroying nature in the name of romance. She is rudely ejected out of the office with the beautiful banquette of flowers, which Moses arrogantly calls rubbish to suit his pride. The lady comes back to the office to apologise. She is received with a rude dismissal. Back home where they cohabit, the lady attempts to inquire if Moses had any plans to formalize their relationship through marriage. In response, Moses asks the lady to leave the house. He goes so far as to blame the lady for initiating the relationship.

The lady calls her brother-in-law, Mr Lucky, informing him about her ordeal in the hands of Moses. Lucky advises her to remain in the house so she can help Moses. Later, Moses, Lucky and one of their mutual friends discuss the matter. Moses presents his hardliner position. He considers women weak, especially in the context of marriage. The friends submit their alternate positions, to which Moses does not give heed. The meeting is cut short by a distress call to Moses by his recently wedded sister. She has just had a disagreement with her husband. Moses celebrates and feels vindicated. He considers his sister's marital problems the evidence of his rejection of their relationship.

### 3.1.3 Synopsis of 'Bikira Kidawa' by Octavian Natalius

#### Episode 1

The movie opens with a young lady joining Mission for Homeless Children in Morogoro; an institution of a safe house (Orphanage). She is introduced to the community in a brief assembly. She engages in discussions with the other girls while performing different chores in the institution's compound. She also holds talks with the roommates before sleep. In these talks, she claims not to be an orphan, to the amazement of the roommates. They recount their different stories of the events that led them to end up in this home. Their talks end when their home mother comes in and asks them to sleep. Kidawa insists that she is not an orphan. However, she does not make full disclosure to her roommates of what brings her to the orphanage.

#### Episode 2 - Episode 12

The episode opens with a scene flashback of her past two years. We witness her early childhood in a rural poor extended family headed by a drunkard African male chauvinistic father. This man, for some time, purports to head the household. However, it is clear he is completely unable to provide for his family. He actually depends on his wife for family support. On her part, the wife engages in sex for pay to meet the family's basic needs. Kidawa's life is turned upside down when she was six months to completing her primary school. She is forced to drop out of school upon attaining puberty. She is to be trained by a traditional matron on matters of managing marriage following instructions given by her father to her grandmother.

Prior to this, Mr Dilunga is humiliated in a public drinking den where he patrons as a permanent beggar for drinks. The other men openly mock him for being depending on his wife for money. They inform him of how she gets money by sleeping with Mr Kombo, a shopkeeper. He goes home drunk and beats up his wife and sends her packing by night. In all this unfolding, Kidawa's grandmother serves as the balance of reason. She tries to intervene, keeping the family running with counsel and advice to every member of the family. After the seclusion training, a traditional ceremony is held in the village to usher Kidawa into the world of marriage. The family, relatives and neighbours (including the drunks who mocked Dilunga just the other day) make a lot of merry. Mr Dilunga is exhilarated. He dances wildly, rolling in the mud as is tradition. for genuine transitions of daughters into marriage which add value to family. Soon the father gets a suitor for her and he receives part of dowry.

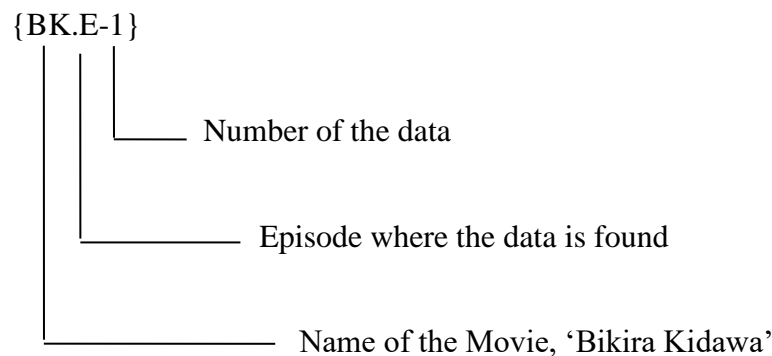
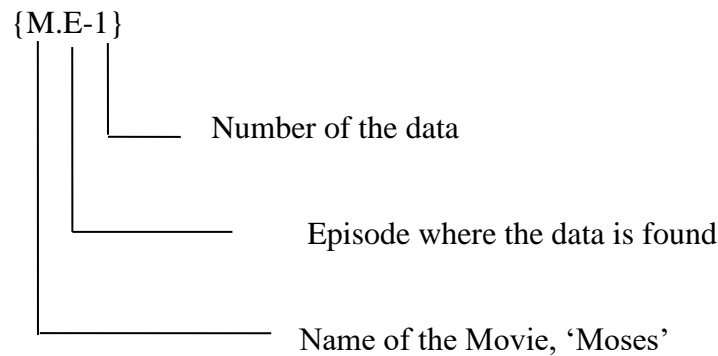
All along, Kidawa is making very passionate appeals to be allowed to complete her studies first. Pressure to be married off intensifies. Kidawa escapes in the night to her mother's new home with Kombo the shopkeeper. There, she is received with joy by the entire family and she eventually resumes her education.

## Episode 13 - Episode 31

Kidawa faces a new set of serious challenges starting. She is raped by her step-father. However, her determination to survive leads her to keep moving from one place to another. She faces many challenges as a young woman, as do the other female characters in the story. These challenges accompany her until she lands at the gate of the rescue centre. This point marks the end of her flashback story. The movie ends with Kidawa receiving the necessary assistance to save herself from impending unfair arrest.

### 3.2 Satirizing Gender Equity through Characterization

For ease of reference to the data drawn from the 35 episodes in *Moses* and 31 in *Bikira Kidawa*, we have designed the following abbreviated and numbered guide:



Moses' character in ME 27 is portrayed as both disappointing and humiliating, particularly in his interaction with his lover. When she presents him with a bouquet of natural flowers in his office, he responds in a crude yet comedic manner, rejecting her sincere expression of love. The scene employs satire through high and low burlesque, highlighting Moses' broken English, which he uses with tonal emphasis to assert a perceived superiority that is ultimately unfounded. His behaviour reveals a laughable depiction of his low self-esteem, masked by pretentiousness. Moses boasts about the beauty of flowers but ends dismissing them as 'rubbish,' violently chasing her out of his office. His misguided statements about flowers, claiming they carry out photosynthesis, demonstrate a lack of scientific understanding. Additionally, he inaccurately describes the relationship between insects and flowers, suggesting that

insects seek flowers solely for pollen to fertilize plants. These academic inaccuracies serve to expose his true character. Ultimately, Moses' attempts to present himself as a superior man and to portray women negatively backfire, revealing his vices: selfishness, pride, pretence, hypocrisy and cowardice.

Moses' attempts to impress others through literary quotations reveal a satirical critique of his character and the societal perceptions of women. In a scene from ME 27, set in a hotel gazebo, he vehemently argues the supposedly valueless nature of women while quoting Barbara De Angelis and her work, *Secrets about Men Every Woman Should Know*. His juxtaposition raises questions about the identity of the 'useless' women he references and highlights the irony of Moses, a self-proclaimed intellectual relying on the wisdom of a female author to bolster his arguments against women. The satire lies in the stark contrast between Moses's pretentiousness and the genuine qualities of women he attempts to undermine. His efforts to vilify women inadvertently serve to illuminate their valuable traits, emphasizing that true worth is not contingent upon male validation. By quoting De Angelis, who advocates for women's self-worth and empowerment, Moses's arguments backfire, exposing his own insecurities and superficial understanding of relationships. Ultimately, the narrative underscores the importance of women's confidence in pursuing their dreams and aspirations without waiting for male approval. It champions the notion that women's genuine qualities are commendable, while Moses's facade of superiority is unmasked as hollow and misguided. Through this lens, the text critiques societal norms that diminish women's roles and celebrates their inherent value.

Contrast is created through juxtaposition to foreground gender equity, making it a significant thematic element introduced in Episode 1. The boardroom meeting serves as an apt location for the artist's statement on gender dynamics. By placing Moses in close proximity to female characters, particularly the chair of the board, the director effectively highlights the flaws and weaknesses in Moses character, namely his arrogance, emotional instability and irrationality. This portrayal renders his pompous claims laughable, especially when contrasted with the consistent statements and actions of women in the same episodes. In several instances, female characters are depicted as embodying virtues such as of humility, patience, kindness, and love. This creates a striking irony: while Moses preaches these values, he fails to practice them himself. The juxtaposition not only underscores the inconsistencies in Moses's behavior but also elevates the moral standing of the female characters, who live out the principles he espouses yet cannot embody. Thus, the narrative effectively critiques traditional gender roles by showcasing women's strengths in contrast to Moses's shortcomings.

In the opening of Part 2 of ME 25, the scene unfolds in Moses' house, where his sister visits after a prolonged absence to fulfil a cultural obligation: introducing her new fiancé to her brother. The visitors exhibit remarkable respect and dignity towards the host family, adhering to cultural norms. In stark contrast, Moses greets them with his characteristic arrogance, marked by a satirical tone. He sneers at the visitors and communicates in his usual vague, broken English, standing throughout the encounter as he belittles them. Moses' behaviour is diametrically opposed to the expectations of an elder brother during such an important occasion. African culture emphasizes the

importance of making a positive impression on the new brother-in-law, necessitating a suspension of personal interests for the sake of family honor. Instead of embracing this role, Moses delivers a monologue sermon of how wrong the sister was. The audience are led to sympathise with the visitors and are displeased with the contradictory character of Moses.

One major win for the gender equity crusade in the movie is the truthful declaration by Moses' sister that she is the one who approached her fiancé with a proposal for marriage. This boldness represents women's attained freedom to decide and take charge of the affairs of their lives. Satire against male chauvinism is made evident as Moses rants against his sister's move in Kiswahili and broken English. The couple sits calm and collected. They show no contempt on their faces despite the unwarranted attacks from Moses. As the episode closes, the folly of gender discrimination is exposed with humour. The resolution of the episode endorses a new culture of women's agency in matters marriage. Through satire, effective characterization is achieved in which a patriarchal man is portrayed as absurd while an assertive woman is lauded for her agency.

Formal schooling in Tanzania is anticipated to enhance the cognitive, psychomotor and the affective domains expanding one's horizons beyond what cultural education provides. A well-educated person is expected to have adequate measures of empowerment from each of the two sources. Some of the indicators of one who has been educated include the ability to communicate in correctly in more than one languages, and a display of high levels of emotional and social intelligence. Moses is characterised as half-educated; he neither has sufficient formal schooling nor is he well-grounded in the African culture. He nonetheless pretends to be the most schooled and the most culturally intact person who ought to be used as a reference point by everybody else. He attempts to demonstrate his intellectual finesse by speaking English, which is mostly broken and vague, and to engage in practices that contravene the culture he purports to defend. When his folly is exposed through satire, the audience is able to see the masquerade in him and cannot relate education as a reason for subjugation of the other gender.

In the film, there are characters who have been transformed by both traditional and formal education. These characters are calm in their demeanour. They show humility and support for gender equity without necessarily quoting memorized academic resources as does Moses. The lady Chairperson of the company board and the last fiancé of Moses are good examples of independent and collected women. They do not have to overdramatize their exposure and capacities to validate their independence. They demonstrate positive attitudes towards others and exhibit high moral standing. In so doing, they correct gender stereotypes as a sustainable way to ending the gender war.

In contrast to such sober characters, Moses makes baseless stereotypical statements and conveniently exports textual quotations to validate his misplaced views. He also plagiarizes statements made by others to boost his arguments. This behaviour serves to expose him as a phoney. The following are examples of statements that Moses appropriates in his arguments against women:

Linda: (to Derick) *Wewe ni mwanamume, hupaswi kulia, kuwa jasiri!*  
[You are a man, you're not supposed to cry, be brave!] {M.E-17}

Rose: (to his brother Moses) *Kaka tafadhali naomba uniruhusu niolewe.*  
[Brother, please I request you allow me to get married.] {M.E-4}

The two citations by female characters may appear to endorse gender subjugation from a female perspective. However, these characters are utilized to illustrate that despite a woman's determination to engage in her own liberation, she simultaneously values her cultural heritage and ensures that this culture does not obstruct her pursuit of personal desires. Linda employs satire to critique the erroneous cultural belief that males should refrain from expressing emotions such as crying. If Derick is permitted to cry without facing repercussions, then it raises the question of why a woman should be punished for taking actions necessary for her well-being, even if those actions seem to contradict cultural norms.

Rose has resolved to get married, yet she demonstrates a sense of liberation by seeking permission from her brother, thereby honouring her cultural traditions. It is evident that her decision to marry is independent of her brother's approval; regardless of his response, Rose intends to proceed with the marriage. The satirical edge is accentuated by the fact that she is marrying a man from the same cultural background. This irony underscores that without Rose's determination to act in accordance with her values, cultural or otherwise, the male counterpart risks losing the opportunity to marry his chosen partner. Thus, the narrative critiques the traditional dynamics of marriage, highlighting how the agency of women can subvert cultural expectations while simultaneously exposing the vulnerabilities of men within these frameworks.

A simple linguistic interpretation of the two statements above suggests a scenario in which females are actively perpetuating retrogressive cultural practices. However, a literary analysis reveals the presence of satire, which aims to expose and ridicule these negative practices for the purpose of correction. Based on that observation, the following examples of statements by Moses underscore the satiric project.

Moses: (to his senior, a woman) *Siwezi kukulaumu, wewe ni mwanamke tu, huwezi kufikiri vizuri* [I can't blame you, you are just a woman who can't reason] {M.E-1}

Moses: (to his girlfriend) *"Siku zote huwa tupo nyuma ya mda, tena ninyi wanawake mnakua nyuma ya mda zaidi"* [We are always behind the time especially you women] {M.E-5}

Moses: (to his friends) *Nawajua wasichana, hawana fikra za kufikiria njia mbadala katika kutatua jambo, lakini wanapenda shortcuts unaweza kutizama hata visichana vya siku hizi vishenzi, vipumbavu vinapenda shortcuts, hawataki kufikiria maisha.* [I know girls, they don't have options for addressing a challenge, they like shortcuts. You can even watch even lasses of today, stupid, they like shortcuts. They don't want to think about life.] {M.E-8}

Moses: *(to his friends) Msichana yuko radhi akatembee na mwanamume mwenye umri sawa na baba yake au babu yake kwa maana at the end anatarajia atapata pesa, wanapenda njia za mkato.* [A girl is willing to engage in a sexual relation with a man as old as her father or grandfather for the reason that at the end she will get money, they like shortcuts.] {M.E-8}

Moses: *(to his friends) Msichana wa siku hizi atatongozwa asubuhi, jioni ameshalalwa na huyo mwanamume, wanajirahisisha, wanataka njia za mkato kwa sababu wanapenda pesa, washenzi wapumbavu wakubwa. Lakini sisi wanaume, sisi tunayajua maisha.* [The girl of today, she is seduced in the morning, by evening she has already been laid by that man, they cheapen themselves, they like shortcuts because they want money, uncouth, big fools. But us men, we know life.] {M.E-8}

Moses: *(to his friends) Hii dunia ingekua tamu jamani kama kungekuwa hakuna wanawake na tungeipenda kwelikweli.* [This world would be sweet colleagues if there were no women and we would really love it.] {M.E-30}

Moses: *(to his friends) Huwezi kukuta mwanamume kama mimi nimekaa nakoleza hoja yangu mbele ya mwanamke.* [You can't find man like me seated, emphasising my points in front of a woman.] {M.E-30}

Moses is portrayed as an embodiment of cultural practices that society has actively reviewed, with a consensus for change already established among those he addresses. Although they respond to him with patience and certain dignity, likely for the sake of his mental wellbeing, they convey a firm determination to transition to a culture that is more attuned to contemporary dynamics. The absurdity of Moses appearing to be entrenched in the past, advocating for cultural practices that have already been collectively reassessed, emerges through the use of satire.

### 3.3 Movie 2: Bikira Kidawa

Bilunga's character is developed through satire, serving as is a caricature, who, under the influence of local brew, exhibits the audacity to insult and humiliate all the women in his household, including his own mother. This behaviour occurs against the backdrop of of his family's acknowledgement and his own admission of his inability and unwillingness to provide for them or even himself. The absurdity of his situation is striking; he clings to laughable arguments in a futile attempt to save face, which ultimately fall flat when juxtaposed with his circumstances. The relevance of the bride price paid years ago for his wife becomes a focal point in highlighting the absurdity of his current challenges in meeting basic family needs. The audience perceives this as a comical amplification of his laziness and foolishness, traits that are particularly unexpected in an African male parent and husband.

Bilunga: (to his mother) *Mimi ni mwanamume bwana! Nimemwoa kwa mahari yangu na pesa zangu, hawezi kuongea na mimi hivyo* [I am a man! I have married her with my bride price and money, so she can't talk to me like that] {BK.E-4}

Bilunga proceeds to make emphatic declarations of what, according to him, is a thoroughly considered decision after expelling his wife who was the source of his meals, promiscuity notwithstanding.

Bilunga: (to his mother) *Mama, mimi mke wangu pombe tuu kuanzia sasa hivi? Uzuri wa pombe haihitaji uihudumie chakula, nguo wala malazi, hauipi ujauzito wala haipati ujauzito nje ya ndoa.* [Mother, from now onwards, my wife will be alcohol, because, alcohol doesn't need food, clothes or shelter, also you can't impregnate it nor gets pregnancy out of wedlock.] {BK.E-4}. This is humour which causes audience to laugh at the supposed wisdom of an African elder. He quickly heightens the comic and buffoonery in the following seemingly more academically informed proposal as far as marriages are concerned.

Bilunga: (to his mother) *Natamani siku hizi ndoa ziwe za mkataba, mwanamke ukimchoka, unampeleka kwa mwanaume mwingine hata kwa mkopo.* [I wish we could have contract marriages nowadays so that when you are fed up with your wife, you can take her to another man even on loan basis] {BK.E-4}

Bilunga's character, which may superficially appear to critique women, ultimately conveys an ironical message that champions the empowerment of women as equally capable beings and partners to men in all aspects of life. This is particularly evident in his poignant message to his daughter, Kidawa, who aspires to receive an education.

Bilunga: (to his daughter Kidawa) *Acha shule, tafuta kibarua usaidie hapa nyumbani, kwanza ninyi watoto wa kike hasara tu, kesho na kesho kutwa unaniletea mimba, isiyokuwa na baba.* [Stop going to school, and look for employment so as you get money to assist this home, First of all you girls are total losses, in only a day or two you will bring me a fatherless pregnancy.] {BK.E-5}.

Bilunga has been constructed satirically to undermine any credibility in offering serious advice. His obviously flawed statements align comically with his identity as a representation of the vices we encounter in our lives, allowing us to laugh at him. Much like Moses, he is trusted to contradict himself almost immediately. After declaring that marriage is only suitable for men and local brew, excluding women, and stating that contract loans are an exception should a man marry a woman, he now asserts with finality to his daughter Kidawa the irreducible mandatory minimum for anyone born a woman.

Bilunga: (to his daughter Kidawa) *Umezaliwa mwanamke, lazima uolewe! na heshima ya mwanamke ni kuolewa!* [You are born a woman,

so you must get married! And a woman's dignity is in getting married!]  
{BK.E-11}

Bilunga: (to his daughter Kidawa) *Lazima utaolewa tuu, upende usipende, siwezi kukubali kukosa hiyo hela.* [You will be married whether you like it or not, I can't bear to lose that money] {BK.E-11}.

He concludes these demeaning statements by boasting about his evolving economic project, employing a blatantly clear analogy that reflects the outright commodification and commercialization of women for the economic benefit of men. To him, women are merely commercial commodities. At this juncture, one might perceive the character of Moses as saintly.

Bilunga: (to his daughter Kidawa) *Mimi nimetafuta mtaji, ndio mama yako, biashara ndio wewe na faida ndio mahari, alafu unakataa kuolewa? Unataka nipate hasara?* [I have in your mother as my capital, build you as my business investment and your bride price is my profit; then you refuse to be married? Do you want me to suffer loss?] {BK.E-11}

Through a thorough analysis of the data presented, it is evident that the character dynamics and dialogue choices a woman in an inferior position while men occupy a superior role. This portrayal aligns with traditional gender stereotypes, reinforcing the notion of male dominance in societal structures. Bilunga serves as a poignant reminder of the character of Moses, particularly in his actions and the language he employs throughout the narrative. In his words in the film, *Moses*:

*Mwanamke ametokana na mwanamume lakini hakuna mwanamume aliyetokana na mwanamke* that's why in the word woman there is man and in the word man there is no woman, that is why Ivone Chakachaka says that every woman needs a man. She is a woman but she realizes that. [A Woman comes from a man but no man comes from a woman, that's why in the word woman there is man and in the word man there is no woman that is why Ivone Chakachaka says that every woman needs a man. She is a woman but she realizes that] {M.E-2}.

Through Moses' words, women are depicted as dependent on men, while men are portrayed as independent. This flawed reality is precisely what satire seeks to expose, creating a case for what ought to be. The correct position that addresses the injustices present in this laughable reality emphasizes the need for equality. The audience becomes increasingly aware of the unequal and unfair treatment of women, as the characters embodying this mistreatment ultimately destroy themselves and their oppressive ideologies through satire. In the end, audiences are left with a powerful message: correcting gender inequalities is essential for improving the quality of life for all humanity. Characters who represent the perpetrators of gender inequality not only become the subjects of ridicule through their words and actions but also leave condemned by the very satire that highlights their flaws.

### 3.4 Ethos as Pillars of Satire in Characterization

In many African communities where oral traditions still thrive, the use of satire appears to be a natural and effortless skill among both artists and ordinary individuals. However, effective application of satire is indicative of creative genius. As Hodgart (1973) notes, satire primarily employs ridicule, sarcasm, and irony to critique, challenge, or mock follies, and various forms of social nonconformity. Satire emerges from a mind that is critically engaged and confronts irritations stemming from human absurdities, inefficiencies or wickedness.

Satire operates through indirect means, guiding audiences to engage with absurdities that reveal deeper truths about societal norms and ideals. A satirical character must be meticulously crafted to initially present as genuine, only to be unmasked as absurd when the contrast between reality and the ideal is finally revealed. This preparation is essential for effectively using satire to deconstruct characters and situations. As Kiura (2006, p. 29) notes, satire serves an important function of mediating between two human perceptions: the unvarnished view of human existence and the aspirational view of how individuals ought to behave, driven by social philosophy. When a character like Moses exhibits behaviours and language reflective of gender discrimination, it highlights the stark contrast between the current state of affairs and the desired outcome of gender equity.

In various films, the technique of burlesque satire is prominently used, serving as a crucial element in the development of the multiple dimensions of satirical double images. Burlesque is a literary technique designed to expose follies and vices through ludicrous imitations, caricatures, parodies and trivial treatments of serious issues. It can be understood as an extended simile where the satirist guides the audience in observing a distorted representation, allowing them to judge the new new form critically. As Worcester (1960) articulates, the burlesque artists does not rely on harsh invective; instead, he engages the audience by adopting a seemingly passive role. This approach encourages the audience to arrive at their own conclusions based on the presented forms and content. Therefore, we explore ethos not merely as a linguistic aspect but as a central literary element that supports satire in the development of characters, such as Moses. This approach effectively addresses significant issues, particularly the question of gender inequality.

Words carry significant expressive values, which have long been a central concern in persuasive language (Fairclough, 1989, p. 119). Ethos embodies social identity and serves as a convergence point for various features of discourse and behaviour that contribute to constructing a particular representation of these features. This representation often emphasizes the concept of expression, drawing attention to how individuals present themselves in discourse (Fairclough, 1992, p. 167). Through the deliberate choice of the language forms and their application, gender privileges become apparent. The diction in the selected films presents audiences with a distorted reality regarding gender experiences. This portrayal highlights how women are frequently discriminated against, disrespected, condemned and devalued, while men are often portrayed as privileged, favoured, cherished and valued as significant beings. This

clarity achieved through diction is delivered in a satirical manner, making the inherent wickedness of this reality both evident and ironically laughable. Ultimately, this approach reveals what ought to be at the conclusion of each clear ethos. From the films analysed, we can illustrate several aspects of ethos observed in the portrayal of gender dynamics.

The character of Moses expresses a deeply problematic view of women, reflecting the skewed reality of gender inequality. His statement, “*Siwezi kukulaumu, we ni mwanamke tu; huwezi kufikiri vizuri*” [I can’t blame you, you are just a woman you can’t think properly] {M.E-30} underscores a dismissive attitude towards women, portraying them as inherently weak and incapable of rational thought. This diction not only disrespects women but also perpetuates harmful stereotypes that suggest their inferiority based solely on gender. Such portrayals resonate with audiences who may share similar biases while simultaneously influencing those with differing views. The film’s representation risks reinforcing the notion that women lack competence, thereby creating new adherents to these outdated beliefs if satire is not effectively employed. The impact of such depictions is significant, as they contribute to the ongoing societal hangover of gender discrimination and inequality.

Moreover, Moses’ statements reflect a deeply entrenched patriarchal perspective that positions women as inferior to men in professional settings: “*Huwezi kukuta mwanamume kama mimi nimekaa nakoleza hoja yangu mbele ya mwanamke*” [You can’t find an educated man like me making my point before a woman in the meeting] {M.E-30}. These words reveal Moses’ belief that a man of his intellect should not have to justify himself in front of a woman. This attitude suggests that men, including Moses, often fail to recognize or respect women’s leadership capabilities in the workplace, dismissing their authority solely based on gender. Additionally, Moses’ claim, “*Lakini sisi wanaume, sisi tunayajua maisha*” [But we men, we know life and we know what to do]. {M.E-8}, further emphasizes his conviction that men possess a unique understanding of life that women lack. Such statements perpetuate a culture where male authority is prioritized, undermining the contributions and qualifications of women. If Moses’ rhetoric were presented outside a literary context and devoid of satiric, it could potentially persuade many to adopt these regressive views. However, as part of a literary work, audiences are encouraged to critically examine these flawed beliefs and recognize the absurdity of such gender relations.

In ‘Bikira Kidawa’, Bilunga (Kidawa’s father) clearly states, “*Mimi ni mwanamume bwana! Nimemwoa kwa mahari yangu na pesa zangu, hawezi kuongea na mimi hivyo*” [I am a man! I have married her with my bride price and money, so she can’t talk to me like that’] {BK. E-11}. These words suggest that women are viewed as insignificant, with their value determined solely by the bride price and the financial compensation given to their parents at the time of marriage. Consequently, a woman is expected to submit entirely and show respect to her husband based on this payment. This implies that respect within marriage is not reciprocal but is owed exclusively to the man.

Bilunga statement, “*Mama, mimi mke wangu pombe tuu kuanzia sasa hivi? Uzuri wa pombe haiitaji uihudumie chakula, nguo wala malazi, hauipi ujauzito wala haipati*

*ujauzito nje ya ndoa*” [Mom, from now onwards, my wife will be alcohol, because, alcohol doesn’t need food, clothes or shelter, also you can’t impregnate nor gets pregnancy out of wedlock]. {BK.E-11}, reflects a troubling representation of women as dependent on men. By equating his wife with alcohol, he implies that a woman requires sustenance and care, unlike alcohol, which is portrayed as easier to manage because it demands no food, clothing and shelter. This analogy suggests that women are burdensome and highlights a patriarchal view that reduces their value to mere dependency. Furthermore, Bilunga’s assertion that women can bring chaos into a family through infidelity reinforces negative stereotypes about women’s fidelity and morality. This perspective not only diminishes women’s autonomy but also perpetuates the notion that they are inherently untrustworthy. Such representations contribute to societal attitudes that devalue women’s roles and reinforce gender inequalities.

Bilunga's statement reflects a troubling perspective on women, viewing them as mere commodities to be exchanged among men. His assertion, “*Natamani siku hizi ndoa ziwe za mkataba, mwanamke ukimchoka, unampeleka kwa mwanaume mwingine hata kwa mkopo*” [I wish nowadays, we could have contract marriages, so when you are tired with your woman, you take her to another man even for a loan] {BK.E-11}, underscores a transactional view of relationships that strips women of their autonomy and dignity. This perspective not only trivializes the institution of marriage but also reinforces the notion that women are inferior and disposable. The use of satire in this context serves a critical function. It exposes the absurdity and moral bankruptcy of such beliefs, prompting the audience to reflect on the underlying societal norms that allow for such views to persist. By highlighting the ridiculousness of Bilunga's words, satire acts as a tool for social commentary, encouraging a re-evaluation of how women are perceived and treated within marriage and society at large. In essence, Bilunga’s words illustrate a broader societal issue where women are often relegated to subordinate roles, and satire becomes a means to confront and challenge these harmful attitudes. Through humour and irony, it invites audiences to recognize the disparity between the laughable reality presented and the virtuous reality that should be aspired to

### 3.5 Positive against Negative Utterances

In literary texts, such as the movies discussed in this article, grammatical processes often reflect the positive or negative expressions of the characters who produce them. Negation plays a crucial role in this context, as it fundamentally distinguishes what is not the case from what is true (Fairclough, 1989, p. 125). In both films analysed, male characters are predominantly portrayed positively through utterances that convey affirmative attitudes. In contrast, female characters are constantly depicted negatively, primarily through negative constructions. This pattern is particularly evident in characters who are presented satirically; the films rarely employ positive constructions to portray women in good light. The experiential values embedded in these grammatical segments reveal an unpleasant reality regarding societal experiences and ideologies, which are often ridiculed alongside caricatured characters who embody various vices. Examples are in data 5 (a & b) below:

**Data 5 (a).**

<b>Data in Kiswahili</b>	<b>English Translation</b>
<i>Wanajiuza</i>	They are selling themselves
<i>Wanapenda njia za mkato</i>	They love shortcuts
<i>Wanajirahisisha kwa wanume</i>	They easy themselves for men
<i>Vinajipitisha pitisha kwa wanaume</i>	They are passing in front of men
<i>Hawaaminiki</i>	They can't be trusted
<i>Hawayajui maisha</i>	They don't know life

**Data 5 (b)**

<b>Kiswahili</b>	<b>English</b>
<i>Wanapambana</i>	They are fighting
<i>Mimi ni mwanamume lazima aniheshimu</i>	I am a man, she must respect me
<i>Wanaume tunayajua maisha</i>	We men know life
<i>Mwanaume lazima uwe jasiri</i>	A man must be brave

A critical analysis of data 5(a) above reveals satiric presentation of the existing vice of negative regard for women by men. For instance, *Wanajiuza* [They are selling themselves] means that women are immoral and that they are selling their bodies as commodities. Also *Wanapenda njia za mkato* [They love shortcuts] presents the vice of the reality that women are so weak and lazy that they can only rely on immoral shortcuts to achieve anything. Likewise, statements such as *Wanajirahisisha* [They cheapen themselves for men] are constructions expressing negativity concerning women as the absurd reality under ridicule through satire.

On contrary, an analysis of data 5(b) above reveals the satiric mockery of the absurdity of blanket presentation of men in the positive. This attempt end up registering as a laughable and futile cover up for the many weaknesses among many men in the society of the texts. For instance, *Wanaume tunayajua maisha* [We men understand life] as uttered by a caricature is meant to present the lie that generalises wisdom among all men as opposed to the general ignorance among all women who only rely on the said shortcuts. This is the case with the other examples such as *Mimi ni mwanamume lazima aniheshimu* [I am a man, she has to respect me].

In all these, the vices are presented in their absurd flaws and put side by side with the artists preferred reality so that the follies are laughed at as the audience realise them for what they are and in the process they resolve to change their present attitudes and behaviour and to adopt the proposed gender equity. That way, using satire to develop characters succeeds in its intended contribution to addressing the gender disparity.

#### 4.0 CONCLUSION

Based on the findings from the analysis of Bongo films, satire is employed to highlight the absurdities of characters who, despite their passionate pursuits, perpetuate oppression and discrimination against women in society. This artistic approach presents a stark reflection of reality, allowing us to laugh at the irrational behaviour of these oppressive characters. Ultimately, their self-contradictions have a bitter taste in our mouths, prompting critical reflection on both their treatment of women and their own flawed lives.

Moses is a prominent character who leads a group of male characters whose absurd behaviour and actions are effectively satirised. He is portrayed as a satirical caricature, intended to embody an African cultural ambassador responsible for maintaining the gender status quo. As a satirical character, Moses represents the comic and the laughable, exposing concealed vices on stage to promote awareness and instigate correction. This is evident in various episodes where he and similar male characters engage in unfair attacks, demeaning treatment and irrational behaviour towards women. In response several female characters and some rational males exhibit firm resistance, demonstrating admirable resolve. These responses culminate in successful statements advocating for the empowerment of women and men, contributing to the realization of gender equity.

The gender equity movement in the film is advanced through the actions and statements of its characters. Notably, Moses' sister declares boldly that she approached her fiancé with a marriage proposal, a statement that is received calmly by all family members present. Their demeanour subtly mocks Moses' insistence that only men can propose, highlighting the shift in societal norms regarding gender roles. This moment exemplifies the growing boldness of women as they pursue their desires, challenging outdated aspects of traditional cultures rather than remaining confined to them.

The satirical portrayal effectively targets Moses rather than his assertive sister. We find humour in witnessing him passionately rant about cultural ethos against her actions, even momentarily resorting to Kiswahili to lend authenticity to his feigned cultural echoes. In his typical arrogant style, he reverts to a mix of broken English, highlighting his disconnection from the very cultural values he claims to uphold. Success in charting a new path for women regarding their choice of suitor in this episode is anchored in the admirable behaviour of the new couple, as well as Moses' girlfriend. They remain calm and collected, displaying no contempt despite the unwarranted attacks, vilification and humiliation from an African man who preaches the need to uphold cultural ethics, yet fails to embody them. It is highly ironic that he criticizes others while engaging in a lifestyle that contradicts his message. What aspect of African culture, for instance, permits him to continuously sleep with one woman after another in his home without any intention of marriage? Such hypocrisy is effectively highlighted through satire, calling for condemnation of his actions and beliefs.

The folly of gender discrimination is exposed through humour and the endorsement of a new culture where women take the initiative in projects that benefit their lives. This cultural shift includes women approaching men for marriage, which signifies a broader

movement encouraging females to seize control of their destinies and utilize their potential without fear of regressive cultural practices often exploited by selfish men for immoral gratification and skewed benefits. By focusing on the use of satire in character development, audiences can recognize that there is more to societal normal than meets the eye; absurdities are often ridiculed, revealing a deeper truth. While it may seem that such portrayals perpetuate the subjugation of women, effective satire in characterization helps to critique male chauvinism disguised as cultural fidelity. This artistic approach supports women bold efforts to pursue their dreams and desires, affirming their rights and capabilities within a contemporary culture that encourages collective (re)negotiation through dramatic performances.

In conclusion, an approach to films that addresses gender equity, particularly those featuring well-developed characters, combined with a keen use of satire, will ultimately prove more rewarding for critics. Satire serves as a form of corrective commentary on the perpetrators of gender discrimination. By laughing at the clumsy and absurd behaviours of these characters, audiences engage in a process of self-reflection and self-ridicule, highlighting the necessity for self-correction.

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## Left Brain Dominance, Thinking Styles and Problem Solving Skills of Higher Secondary Students: Structural Equation Modelling (SEM) Approach

*Vengo Regis*

### Abstract

The present study has been conducted at Tirunelveli, Thuthukudi, Kanyakumari and Virudhunagar districts of Tamilnadu, India. The targeted population of the present study was the higher secondary students those who were studying XI and XII standards in higher secondary schools which located above mentioned districts and this population which were consist of 743 subjects. Survey method was conducted to collect the data. This study contains the three variables which consisted as independent (left brain dominance) and dependent variables (thinking styles and problem solving skills). Structural equation modelling was conducted to find the influence of left brain dominance on thinking style and problem solving skills of higher secondary students. Here, AMOS software has used for analysis by the researcher in order to evaluate the association between the variables used in this model. The findings of the present study of this SEM showed that the perfect fit and reveals that the proposed model has the acceptable with reference of given values.

**Keywords:** Left Brain Dominance, Thinking Styles, Problem Solving Skills, Higher Secondary Students, Structural Equation Modelling (Sem)

### Introduction

Researchers and social scientists have been studying and researching continuously about the human brain and its dominant characteristic features. In the human brain there is a cognitive difference between the two lobes which are normally referred to as left lobe and right lobe with either right brain dominance and or left brain dominance. Each side has its own unique characteristic features, day to day life of human beings. Human brain has the unique ability to perform which may vary from individual to individual and somebody have strong in their right side and somebody have stronger in left side. But, the research on brain dominance proved many times which was fictional, because, each lobe has importance for an individual, according to the new research left brain has the vital role for rapid processing of auditory speech, moreover, left brain dominance is being responsible for language dominance (Ruhr-University Bochum, 2018, July 12). In this study, the investigator has an attempted to find the relationship between left brain dominance, thinking styles and problem solving skills of higher secondary students. Findings of this study can enhance each one with left brain dominance, thinking style and problem solving skills and made unique idea.

#### Significance of the study

Chalk and talk is an outdated teaching methodology but many schools practice this as their teaching pedagogy. By these practices educational institutions never produce exuberant teaching and learning environment. Technology-based teaching and learning gives gluttonous feeds to both teachers and learners. Now-a-day's brain-based learning or brain-based curriculum are paid close attention and their significance has been accepted by the educationists, educational thinkers and also educational philosophers

throughout the world. In recent decades, science, technology, engineering and mathematics (STEM) played a vital role in curriculum, but, today, science, technology, engineering, arts and mathematics (STEAM) dominate all kinds of curriculum development. Educationists see the need and importance of arts and humanities in the curriculum including language arts, dance, drama, music, visual art, design and new media, and they believe STEAM can improve the performance of students' learning. In order to sustain and excel in producing uniform outcome of the learners in society, brain-based curriculum should be initiated to acquire comprehensive human resources.

Literature review

Teaching-learning is a harmonious action doing inside the classrooms but we made it as competitive environment. In this regard teachers and educators made the learners to freeze up and made them reluctant on their subjects. Learners spent a lot of times in their school campus and they wisely discussing their subjects and how the concern teacher explain the concept when they have the free time like lunch break and recreations. If the curriculum not feed the proper food for the learners it will be gives the negative results on them and it shows the society too. Uniqueness is always good and which made the learners self dependent and average curriculum or the outdated curriculum will not help the learners to achieve nothing. Now a day's brain based learning leaning, thinking styles and problem solving skills play a vital role to achieve something great in their field. In this study the review of related literature begins with an indication of left brain dominance, thinking styles and problem solving skills of the higher secondary students.

Suresh, Poornima, Anjana and Debata (2020), conducted a study on Assessment of brain dominance and its correlation with academic achievement among medical students: A cross-sectional study. The researchers found the result of the study group that, 60% were female students ( $n = 147$ ) and 40% were male students ( $n = 98$ ). Among them, 37.55% were left brain, 33.06 % of them were bilateral and 29.39% of them were right brain dominance. In this study female students were predominantly left brain dominance. Brain dominance and academic achievement did not have any correlation. The importance is attributed to implementing the different teaching methods/styles, as it is believed to influence and promote better learning among medical students. Tongel et.al (2022) conducted a study on Upper-Secondary School Students' Cerebral Dominance and Learning Styles: The Mediation of Chronotypes. The researcher found the result that positive significant correlation found between learning styles and its sub-dimensions of cerebral dominance. But, the chronotypes did not have significantly mediated the correlation. Learning styles of the students have significant role with teaching learning process and structure of brain and chronotypes and learning reference have it direct relationships. Shanshan et al. (2022) conducted a study on interplay between brain dominance, reading and speaking skills in English classrooms. The result of this study revealed that significant correlation between brain dominance and reading skills were found. There was not significant relationship found between speaking, accuracy, fluency and comprehensibility skills of moderate, right brain, and left brain. Aburayash and Hassain Muhammad (2021) conducted a study on Meta-cognition

thinking and its relationship to parents of brain dominance among Jordanian university students according to gender and specialization variables. The result of this study reveals that most of the students are in right brain dominance and the level of meta-cognition thinking are in high level and no significant relationship found between right and left brain dominance with refer to its demographic variable in their meta-cognitive thinking. Ka-J, Wilaiwan; Teo, Adisa (2016) conducted a study on communication strategy use in an oral narrative task among English learners with different hemispheric brain dominance. The study clearly indicated that the whole-brained learners were the highest users of message replacement-self rephrasing, fillers, restructuring all-purpose words and verbal strategy makers. Most preferred message abandonments were the left brained learners. The most frequently used message reductions were the right brained learners. Vinnaras Nithyanantham and Vengo Regis (2021) conducted a study on designing mental health with brain dominance. The study showed the result that the population of the higher secondary students were not equally distributed by mental health and brain dominance of the students. Boys and girls are significantly different with their brain dominance. Bayu Sukmaangara and Sri Tirta Madawistama (2021) conducted a study on divergent thinking and convergent thinking in the mathematical creative thinking process in terms of student's brain dominance. This was a qualitative study and the result of this study reveals that, convergent thinking are more predominant in creative thinking process of left brain dominant students but the moderate brain dominant students in the creative thinking process are balanced in divergent and convergent thinking, while right brain dominant students in the creative thinking process are more adopt in divergent thinking. Suzani and Samad Mirza (2018) conducted a study on the role of brain dominance in the pedagogical strategies used by Iranian ELT teachers. From this study the researcher found the result that the teachers can employ any strategy type they find more useful in their language classes regardless of their brain dominance, as a cognitive style. Jadallah, Widad, Alraqqad and Hana (2021) conducted a study on Brain dominance and its relation to self-regulated learning among eighth-grade students in Amman / Jordan. The result of the study indicated that most of the students are in moderate in brain dominance (82%) and they are good at using self-regulated learning strategies (47.3%) researcher found negative correlation between brain dominance and self-regulated learning in total. Merve Oflaz (2011) conducted a study on the effect of right and left brain dominance in language learning. The study revealed that brain dominance play a vital role in their academic achievement and learning English. Brain has a great impact on studying and learning English language and extended that the knowing of the dominant sides of the students is important for giving different methodology based on the dominance of the students. Kemal Ozgen, Berna Tataroglu and Huseyin Alkan (2011) conducted a study on an examination of brain dominance and learning styles of pre-service mathematics teachers. The result reveals that the C and D quadrants pre-service teachers were dominant significant differences were found in ABC quadrant of brain dominance according to learning styles and C quadrant received highest score and A received low score. High level correlation found between brain dominance and learning styles dimensions. Arabmofrad, Ali, badi, Mehdi Rajae Pitehnoee and Mehran (2021)

conducted a study on the relationship among elementary English as a foreign language learner' Hemispheric dominance meta-cognitive reading strategies preferences and reading comprehension. The result of the study demonstrated the truth that most of the students were left brain dominance and who were all good at employ in problem-solving strategies. But there it shows there was no significant relationship found between hemispheric dominance, reading strategies, reading comprehension. Khalid Abdullah Hammouri (2020) conducted a study on brain dominance and its relationship with efficacy of self-creative: Analytical study on a sample of gifted students at Abha region. The result shows that there was positive significant relationship between the patterns of brain dominance with creative self-efficacy and in this study, moderate brain dominance students were dominated among groups. Vedalaveni Chowdappa Suresh, Chandraprakash Poornima, Kumar Krishna Anjana and Ipsita Debata (2020) conducted a study on Assessment of brain dominance and its correlation with academic achievement among medical students: A cross-sectional study. The result showed that 37.55% of the students in group were in left brain dominant. There is significant relationship found between brain dominance and academic achievement and female students predominant in left brain dominance. Qadoumi et. al. (2020) conducted a study on the relationship between brain dominance and lateral preference among physical education students at Kodoorie University. The result of the study revealed that most of the students were in right lateral brain dominance and significant relationship was found between brain dominance and academic achievement of the students. Yazgan, Yeliz; Sahin, Hatice Busra (2018) conducted a study on relationship between brain Hemisphericity and non-routine problem solving skills of prospective teachers. The results showed that there is no link between cerebral dominance and success in non-routine problem solving which means both right and left brains are play a vital role to solving the non-routine problem.

Objectives of the study

1. To study the demographic profile of the higher secondary students.
2. To identify different thinking styles which are very vital to higher secondary students influenced by left brain dominance.
3. To identify different problem solving skills which are very vital to higher secondary students influenced by left brain dominance.
4. To examine the influence of the left brain dominance on thinking styles and problem solving skills (LBDTSPSS) model for assessing students in higher secondary stage.
5. To evaluate whether all the measures fit the recommended value, indicating a good fit of the structural equation model for collected data.

## **Methodology**

Survey methods used in this study to collect the data from the higher secondary students

The following tools have been used for collecting the data

1. Cognitive styles questionnaire by Loren D Crane (1989)
2. Thinking styles by Robert J Sternberg (2009) and
3. Problem solving skills by Vengo Regis and Annaraja (2010).

#### *Data collection and sample*

The current study is done with the help of cognitive style questionnaire by Loren D. Crane (1989) was adopted for left brain dominance, thinking styles questionnaire by Robert J. Sternberg (2009) was adopted and problem solving skills of the higher secondary students were measured with a self-administrated questionnaire by Vengo Regis and Annaraja (2010). In this study higher secondary students i.e., students those who were studying XI and XII standard in higher secondary schools were the targeted population. For thinking styles and problem solving skills, a five point scale was used. (5 indicating strongly agree and 1 indicating strongly disagree).

Data was collected from the targeted population of higher secondary students as primary data. From the four districts (Kanyakumari, Tirunelveli, Thuthukudi and Virudhunagar) 743 subjects' perceptions collected as monarchic, hierarchic, oligarchic and anarchic thinking styles of the students and sensing, intuitive, feeling and thinking problem solving skills of the students. 2460 questionnaires distributed, the investigator was able to collect only 2000 completed questionnaires in all aspects which amount to 81% response rate. Among these 2000, 743 subjects were identified as left brain dominance i.e., 37.15 %

#### **Data analysis**

With the help of SPSS and analysis of moment structure (AMOS 21), the collected data were analysed. Descriptive analysis, reliability analysis, exploratory factor analysis were used as statistical techniques to find out the influence of left brain dominance on thinking styles on problem solving skills of the students. Here, the structural equation modelling (SEM) was used for data analysis.

#### **Result and Discussion**

##### *Profile of the higher secondary students*

**Table 1**

*Demographic profile of the left brain dominant higher secondary students (N=743)*

S/N	Background variables	Categories	Number of students	Percentage (%)
1	Gender	Male	330	44.4
		Female	413	55.6
2	Standard	XI	366	49.3
		XII	376	50.6
3	Location of home	Rural	496	66.8
		Urban	247	33.2
4	Residency	Home	556	74.8

		Hostel	187	25.2
5	Location of school	Rural	383	51.5
		Urban	360	48.5
6	Medium	Tamil	591	79.5
		English	152	20.5
7	Reading e-News Paper	Yes	507	68.2
		No	236	31.8
8	Family income	Up to 25,000	415	55.9
		25,001-50,000	176	23.7
		50,001-1,00,000	82	11.0
		Above 1,00,000	69	9.3

**Table 2**

*Result of reliability analysis for left brain dominance, thinking styles and problem solving skills*

Variables	Number of attributes	Cronbach's alpha
Left brain dominance	1	0.679
Monarchic thinking style	1	0.610
Hierarchic thinking style	1	0.578
Oligarchic thinking style	1	0.578
Anarchic thinking style	1	0.570
Sensing problem solving skill	1	0.666
Intuitive problem solving skill	1	0.734
Feeling problem solving skill	1	0.662
Thinking problem solving skill	1	0.692
Overall reliability analysis for left brain dominance, thinking styles and problem solving skills of higher secondary students	Cronbach's alpha	0.674
	No. of Items	9

Whenever the researcher applying Likert-types scales in educational research, it is necessary to calculate the Cronbach's alpha coefficient for reliability and consistency. (Joseph et al. 2003) Table 2 shows the left brain dominance, thinking styles and problem solving skills and overall total reliabilities scores.

**Table 3***Mean, Standard Deviation and corrected item-total correlation*

Variables	Mean	SD	Corrected item-total correlation
Monarchic thinking style	31.27	6.161	0.824
Hierarchic thinking style	30.18	6.281	0.857
Oligarchic thinking style	27.49	6.430	0.855
Anarchic thinking style	28.83	5.945	0.878
Sensing problem solving skill	16.92	4.153	0.627
Intuitive problem solving skill	17.97	7.876	0.781
Feeling problem solving skill	16.37	3.918	0.675
Thinking problem solving skill	16.59	3.803	0.354

Source: Primary Data

*Construct reliability and validity analysis for LBDTSPSS*

The Cronbach's alpha coefficient for reliability and consistency are necessary for Likert-type's scales when it is applied in research (Joseph et al., 2003). Table 2 shows the variables and total reliabilities of LBDTSPSS scores. The findings show that Cronbach's alpha for all dimensions except hierarchic, oligarchic and anarchic thinking styles are above 0.61 (George and Mallery, 2003) which indicates a high standing of internal consistency for the scale. Either overall Cronbach's alpha value for the LBDTSPSS is 0.674. The Cronbach's alpha value for the intuitive problem-solving skill, thinking problem-solving skill, left brain dominance, sensing problem-solving skill, feeling problem-solving skill, monarchic thinking style are 0.734, 0.692, 0.679, 0.666, 0.662 and 0.610 respectively.

Table 3 shows the corrected item-total correlations; that is, the scores for an item and the added scores of the rest of the items comprising a subscale (for example, left brain dominance, thinking styles and problem solving skills dimensions measuring the credibility of LBDTSPSS) were correlated. Of the individual perception items, all the details (items) had correlation with the total scores that was higher than the 0.35 cut-off value suggested by Saxe and Weitz (1982). The item-total correlations for the given scale are ranging from 0.354 to 0.878 (Table 3). Table 3 also contains means and standard deviations of represented variables.

*Exploratory factor analysis*

Statistically, factor analysis has been used to identify a smaller number of factors principally larger numbers of observed variables. Table 4 detailed about Kaiser-Meyer-Olkin (KMO) and Bartlett's Test. The KMO value is ranges from 0 to 1, with evolved (higher) values indicating greater suitability. Ideally, this value is to be greater than 0.7. According to Kaiser, a KMO measure of 0.9 to 1.0 is marvellous, 0.8 to 0.9 meritorious, 0.7 to 0.8 middling, 0.6 to 0.7 medium and 0.5 to 0.6 miserable (Marcus et al., 2006). Table 4 shows, with regard to students' brain dominance, thinking styles and problem solving skills of the students, Kaiser-Meyer-Olkin measure of sampling adequacy (MSA) is 0.758 and Bartlett's test of sphericity is significant [Chi-square  $\chi^2$  (36) =

1925.927,  $P < 0.001$ ]. The correlations between the variables and factor, with possible values range from -1 to +1 are shown as the rotated factor loadings in Table 5. For a good factor solution, a particular variable should load high on one factor and low on all other factors in the rotated factor matrix (Ajai and Sanjaya, 2006). As per the table 5, it can be inferred that out of 3 variables (left brain dominance, thinking styles and problems solving skills) which consisted as 9 dimensions, all are having more than the value of 0.50 in factor loadings. These all items were taken for further analysis.

**Table 4**

*Kaiser-Meyer-Olkin (KMO) and Bartlett's test*

<i>Kaiser-Meyer-Olkin measure of sampling adequacy</i>		0.758
Bartlett's test of Sphericity	Approx. Chi-Square	1925.927
	Degrees of freedom	36
	Significance	0.001**

\*\* denotes significant at 1% level

**Table 5**

*Rotated component Matrix<sup>a</sup>*

S/N	Variables	Component		
		1	2	3
1	Left Brain Dominance	0.502		
2	Monarchic thinking style		0.802	
3	Hierarchic thinking style		0.848	
4	Oligarchic thinking style		0.846	
5	Anarchic thinking style		0.877	
6	Sensing problem solving skill			0.750
7	Intuitive problem solving skill			0.619
8	Feeling problem solving skill			0.797
9	Thinking problem solving skill			0.854

*Extraction method: Principal component analysis. <sup>a</sup> Rotation method: Varimax with Kaiser Normalizations. a Rotation converged in 3 iterations*

#### Structural Equation Modelling (SEM): Assessment of Model Fit

Structural equation modelling was used to analyze the suitability of the model based upon the collected samples. As recommended by Anderson and Garbing (1988), measurement model to test the reliability and validity of the survey instrument was analysed first, and by using AMOS version 21 the structural equation model was analysed. Assessing the connecting relationship between the variables and also ensuring the compatibility of the model which the researcher made with the structural equation modelling (SEM) is most useful for testing (Peter, 2011).

**Table 6***Model fit indices*

Indices	Value	Suggested value
Chi-square value	7.88	-
DF	11	-
P Value	0.724	> 0.05 (Hair et al. 1998)
GFI	0.998	> 0.90 (Hu and Bentler.1999)
AGFI	0.990	> 0.90 (Hair et al. 2006)
NFI	0.996	$\geq$ 0.90 (Hu and Bentler, 1999)
CFI	1.00	> 0.90 (Daire et al. 2008)
RMSEA	0.000	< 0.08 (Hair et al. 2006)

Structural equation modelling evaluates whether the data has fit a theoretical model. From the above table it is found that the calculated P value is 0.724 which is greater than 0.05 (Hair et al., 1998) which indicates perfectly fit. Here Goodness of Fit Index (GFI) of this study was (0.998) where the probability is greater than or equal to the recommended vale of 0.90 (Hu and Bentler, 1999) indicates a good fit and Adjusted Goodness of Fit Index (AGFI) value (0.990) is greater than the recommended value of 0.90 (Hair et al., 2006) which represent it is a good fit. The calculated Normed Fit Index (NFI) value is 0.996 and which is greater than or equal to the recommended value of 0.90 (Hu and Bentler, 1999) and Comparative Fit Index (CFI) value is 1.00 indicates that it is a perfectly fit and which is also greater than the recommended value of 0.90 (Daire et al. 2008). It is found that Root Mean Square Error of Approximation (RMSEA) value is 0.000 which is less than the recommended value of 0.08 (Hair et.al, 2006) which indicated it is perfectly fit.

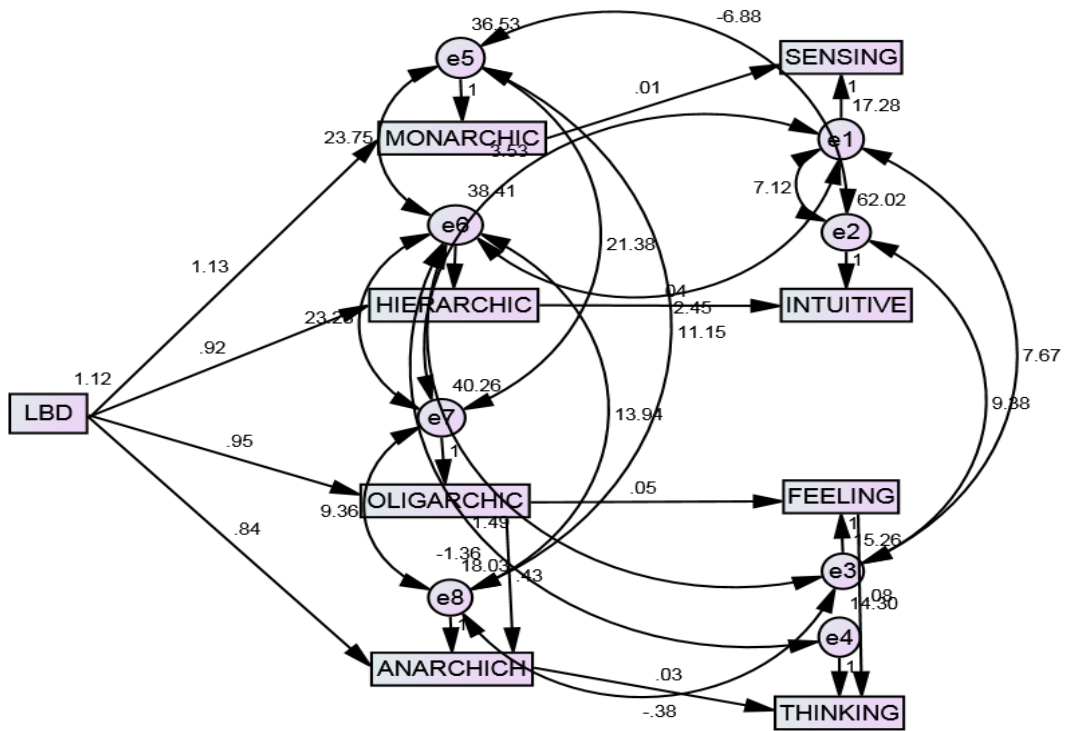


Fig.:1 LBDTSPSS Structural Model – Confirmatory Factor Analysis

**Table7:**  
Regression weights (left brain dominance, thinking styles and problem solving skills - default model)

Variables			Unstandardized Co-efficient (B)	S.E.	Standardized Co-efficient (Beta)	t-value	P
Oligarchic Thinking style	<---	Left Brain Dominance	0.954	0.217	0.157	4.391	<0.001**
Anarchic Thinking Style	<---	Oligarchic Thinking Style	0.431	0.162	0.466	2.65	0.008**
Anarchic Thinking Style	<---	Left Brain Dominance	0.838	0.213	0.150	3.92	<0.001**
Hierarchic Thinking Style	<---	Left Brain Dominance	0.924	0.213	0.156	4.33	<0.001**
Feeling Problem Solving Skill	<---	Oligarchic Thinking Style	0.050	0.022	0.083	2.33	0.020*
Monarchic Thinking style	<---	Left Brain Dominance	1.134	.207	0.195	5.47	<0.001**
Sensing Problem Solving Skill	<---	Monarchic Thinking Style	.009	.023	0.014	0.412	0.680
Thinking Problem Solving Skill	<---	Anarchic Thinking style	.032	.023	0.050	1.36	0.173
Intuitive Problem Solving Skill	<---	Hierarchic Thinking style	.038	.046	0.030	0.833	0.405
Thinking Problem Solving Skill	<---	Feeling Problem Solving Skill	.081	.035	0.084	2.29	0.022*

**Hypothesis**

Null hypothesis (H<sub>0</sub>): The hypothesized model has a good fit.

Alternate hypothesis (H<sub>1</sub>): The hypothesized model does not have a good fit.

As per the Table 5, it is clear that values of all the items are above the suggested value of 0.5 (Hair et al., 2006). According to Bollen (1989a), the higher the probability associated with Chi-square, the closer the fit between the hypothesized model and the perfect fit. The test of our null hypothesis H<sub>0</sub>, that LBDTSPSS is a three-factor structure as shown in Figure 1, table 6 it is found that the calculated P value is 0.724 which is greater than 0.05 (Hair et al., 1998) which indicates perfectly fit. It is suggesting that the fit of the data to the hypothesized model is entirely adequate. Schumaker and Lomax (1996), suggested that a sample size of over 200 (743 in this study), could affect Chi-

square statistics to indicate a significant probability level ( $P=0.00$ ). Consequently, this model is considered for further interpretation in the goodness of fit measures.

According to Barbara (2009), both the sensitivity of the Likelihood ratio test to sample size and its basis on the chi-square distribution, which assumes that the population (that is,  $H_0$  is correct), have led to problems of fit are now widely known. According to Jöreskog and Sörbom (1993), chi-square statistic equals  $(N-1) F_{min}$ , (sample size-1, multiplied by the minimum fit function) this value tends to be substantial when the model does not hold and when sample size is large. Barbara (2009) stated that, researchers have addressed the chi-square limitations by developing goodness-of-fit indices that take a more practical approach to the evaluation process. Hair et al. (1998) suggested the value for the fit statistic as  $> 5$ . As per the Table 6, the calculated P value for the given data is 0.724 which is greater than the accepted cut off value of 0.05.

#### Significance tests of LBDTSPSS parameters

Table 7 shows the unstandardised co-efficients and associated test statistics which also show unstandardised estimate, it is standard error (abbreviated SE) and the estimate divided by the standard error (critical ratio is being mentioned as t-value). Under the column P, the probability value associated with the null hypothesis that the test is zero is exhibited.

#### Level of significance for regression weights

From the above table, unstandardised coefficient of left brain dominance on oligarchic thinking style is 0.954 represents the partial effect of left brain dominance on oligarchic thinking style, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that oligarchic thinking style would increase by 0.954 for every unit increase in left brain dominance and this coefficient value is significant at 1 % level.

From the above table, unstandardised coefficient of oligarchic thinking style on anarchic thinking style is 0.431 represents the partial effect of oligarchic thinking style on anarchic thinking style, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that anarchic thinking style would increase by 0.431 for every unit increase in oligarchic thinking style and this coefficient value is significant at 1% level.

From the above table, unstandardised coefficient of left brain dominance on anarchic thinking style is 0.838 represents the partial effect of left brain dominance on anarchic thinking style, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that anarchic thinking style would increase by 0.838 for every unit increase in left brain dominance and this coefficient value is significant at 1 % level.

From the above table, unstandardised coefficient of left brain dominance on hierarchic thinking style is 0.924 represents the partial effect of left brain dominance on hierarchic thinking style, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that hierarchic thinking style would

increase by 0.924 for every unit increase in left brain dominance and this coefficient value is significant at 1 % level.

From the above table, unstandardised coefficient of oligarchic thinking style on feeling problem solving skill is 0.050 represents the partial effect of oligarchic thinking style on feeling problem solving skill, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that feeling problem solving skill would increase by 0.050 for every unit increase in oligarchic thinking style and this coefficient value is significant at 5 % level.

From the above table, unstandardised coefficient of left brain dominance on monarchic thinking style is 1.134 represents the partial effect of left brain dominance on monarchic thinking style, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that monarchic thinking style would increase by 1.134 for every unit increase in left brain dominance and this coefficient value is significant at 1 % level.

From the above table, unstandardised coefficient of monarchic thinking style on sensing problem solving skill is 0.009 represents the partial effect of monarchic thinking style on sensing problem solving skill, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that sensing problem solving skill would increase by 0.009 for every unit increase in monarchic thinking style and this coefficient value is not significant at 5% level.

From the above table, unstandardised coefficient of anarchic thinking style on thinking problem solving skill is 0.032 represents the partial effect of anarchic thinking style on thinking problem solving skill, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that thinking problem solving skill would increase by 0.032 for every unit increase in anarchic thinking style and this coefficient value is not significant at 5% level.

From the above table, unstandardised coefficient of hierarchic thinking style on intuitive problem solving skill is 0.038 represents the partial effect of hierarchic thinking style on intuitive problem solving skill, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that intuitive problem solving skill would increase by 0.038 for every unit increase in hierarchic thinking style and this coefficient value is not significant at 5% level.

From the above table, unstandardised coefficient of feeling problem solving skill on thinking problem solving skill is 0.081 represents the partial effect of feeling problem solving skill on thinking problem solving skill, holding the other path variables as constant. The estimated positive sign implies that such effect is positive that thinking problem solving skill would increase by 0.081 for every unit increase in feeling problem solving skill and this coefficient value is significant at 1% level.

Based on standardised coefficient, left brain dominance on monarchic thinking style (0.195) is most influencing path in this SEM model, followed by left brain dominance on oligarchic thinking style (0.157), left brain dominance on hierarchic thinking style (0.156), left brain dominance on anarchic thinking style (0.150),

oligarchic thinking style on anarchic thinking style (0.431), oligarchic thinking style on feeling problem solving skill (0.050) and so on.

### Conclusion and Implications

The aim of this research was to carry out an empirical analysis of the factors determining the influence of left brain dominance of the students on their thinking styles and problem solving ability (LBDTSPSS), using a structural equation modelling. This study establish to know and importance regarding influence of left brain dominance on the thinking styles like monarchic, hierarchic, oligarchic and anarchic thinking and problem solving skills like sensing, intuitive, feeling and thinking problem solving skills of the higher secondary students.

It could be very well concluded that the hypothesized three-factor model (LBDTSPSS) fits the sample data. Based on the feasibility and statistical significance of important parameter estimates; the considerably good fit of the model (GFI, AGFI, NFI, CFI, RMSEA), it can be concluded that the three-factor model shown in Figure 1 represents an adequate description of LBDTSPSS structure for higher secondary students goodness of fit indices support the model fit and these emphasized indices indicate the acceptability of this structural model.

Definitely, this study will be useful for the teachers, teacher educators, policy makers, educational agencies, NGOs, researchers in higher education and social scientists to establish the need and importance given to produce rich a brain based curriculum for the learners. By this study, we can clearly understand the dimensions of thinking styles and problem solving skills of the higher secondary students definitely influenced and act by their left brain dominance. So, in present scenario, as an educator one who understands the learners and their learning style by assessing their brain dominance, thinking styles and also to known about how they apply their problem solving skills accordingly. The curriculum enriched by such cerebro-soft skills like brain dominance, thinking styles and problem solving skills, then definitely we can produce rich human resources for better life style.

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# Transforming Higher Education in Africa through University-Industry Collaboration

*Titus O. Pacho*

## Abstract

University-industry collaboration entails a mutually beneficial and well-defined relationship between universities and work industry. This collaboration helps universities to improve their programmes and subsequently produce graduates who create relevant and optimal outcomes in the workplace. The study investigated the value of university-industry collaboration on university education and the preparation of students for the labour market in the context of African higher education. The study objectives were to: (1) identify the different types of university-industry partnerships; (2) examine the contribution of university-industry linkages, and (3) explore the strategies for promoting and strengthening university-industry cooperation. The inquiry adopted a case study research design and a qualitative research approach. Data were collected through key informant interviews and analysed using thematic analysis. Findings revealed that effective university-industry collaborations can potentially reduce the mismatch in supply and demand of labour force and skills. University-industry collaborations enhance students' skills development for and promote effective and relevant innovativeness in the labour market. The study recommends organised and formalised collaboration between universities and industries to achieve mutual success through research, knowledge exchange, and innovation.

**Keywords:** Collaboration, university, industry, labour market, research, innovation

## Introduction

University-industry collaboration has become an important catalyst for economic development and innovation through knowledge and technology transfer. Collaboration is defined as a mutually beneficial and well-defined relationship entered by two or more entities to achieve results they are more likely to achieve together than alone (Winer & Ray, 1994). Deriving from Winer and Ray's definition, university-industry collaboration is a mutually beneficial and well-defined relationship entered by a university and industry to achieve results they are more likely to achieve together than alone. The aim of encouraging university-industry collaboration is to enhance the relevance and contribution of universities to socio-economic development (AbebeAssefa, 2016).

There are divergent views regarding the forms, levels and intensity of university-industry collaboration. Nevertheless, the major forms of university-industry collaborations may be categorised as formal or informal, short-term or long-term (Guimón, 2013; Ssebuwufu, Ludwick & Béland, 2012; Røed, 2000). According to Guimón (2013), formal or informal university-industry collaboration ranges from formal equity partnerships, contracts, research projects and patent licensing to human capital mobility, publications and interactions in conferences and expert groups. In addition, Røed (2000) suggests that examples of formal or informal university-industry collaboration include consulting, contract research, student theses, assistance with testing and experimentation, industrial scientists lecturing at the university, university researchers as members of companies' scientific boards, joint research projects,

consortiums, exchange of personnel, continuing education for industrial scientists, and gifts and grants to university departments. For Ssebuwufu et al. (2012), university-industry linkages include contract or sponsored research, joint research, professional courses, consultancy, student placements, staff exchange, and joint curriculum development. Additionally, informal collaborations could also include guest lectures or stakeholder meetings to revise the curriculum (Mpehongwa, 2013).

Guimón (2013) distinguishes between short-term and long-term collaborations. While short-term collaborations consist of on-demand problem-solving with predefined results and tend to be articulated through contract research, consulting and licensing, long-term collaborations are associated with joint projects and public-private partnerships (including private-funded university institutes or chairs, joint university-industry research centres, and research consortia). In terms of strategic focus, Guimón proposes longer-term collaborations.

Collaboration between academia and industry is not new; it dates to the early 20th century (Corzo, 2015). Since the 1990s, the strategic mission of universities has moved beyond the tradition of teaching and research towards a third mission related to better addressing the needs of the community and industry and contributing directly to socio-economic growth and development (Guimón, 2013). This shift has been triggered partly by the growth of the knowledge-based economy. Many universities and industries find it mutually beneficial to collaborate. Collaboration between university and industry is viewed as a vehicle to enhance innovation through knowledge exchange and transfer (Ankrah & AL-Tabbaa, 2015). University-industry collaboration helps strengthen the ability of universities to conduct quality and relevant research while enhancing the capability of the industry (Tumuti, Wanderi & Thoruwa, 2013). Moreover, collaboration has the potential to contribute additional resources to the university, promote innovation and technology transfer, and ensure that graduates have the skills and knowledge required to effectively contribute to the workforce (Ssebuwufu et al., 2012).

The need to foster university and industry collaborations has been made explicit in recent dialogues. The 2009 UNESCO conference on higher education observed that “higher education institutions are increasingly perceived as interactive players – their engagement with the community, government and industry is essential for innovative systems and economic growth” (UNESCO, 2010, p. 22). The Association of African Universities (AAU), through a publication titled *Strengthening University-Industry Linkages in Africa: A Study on Institutional Capacities and Gaps*, recognizes the need to create a strong interface between academia and industry that requires the skills and knowledge of graduates from universities and other higher education institutions to increase productivity (Ssebuwufu et al., 2012). In another article, Mpehongwa (2013) contends that the partnership of academia, industry and government was recognised in the formative years of Tanzania when the nation was building African Socialism (*Ujamaa*) in the 1960s. Such partnerships aimed to produce workers with the relevant socialist mindset and technological innovations that would steer national development.

Furthermore, the Inter-University Council for East Africa (IUCEA) (2014), in its publication titled *Establishing the Status of Higher Education Qualifications Systems and their Contributions to Human Resources Development in East Africa*, challenges universities, as institutions charged with providing job-entry level skills, to ensure that their graduates are relevant to the industry and demonstrate potential for learning and growth. Since 2011, IUCEA and the East African Business Council (EABC) have worked in partnership to enhance dialogue and collaboration between the private sector and universities.

There is a growing general perception that the knowledge and skills acquired by students at African universities do not meet the requirements of industry and the wider economy (Ssebuwufu et al., 2012). African universities have been criticized as ivory towers that produce graduates and research that are irrelevant to the needs of industry and the socio-economic challenges facing the continent (Tumuti et al., 2013; Ssebuwufu et al., 2012). For instance, across the East African region, many employers in the industry are concerned that most graduates are not well prepared for the job market.

A 2014 survey by the Inter-University Council for East Africa (IUCEA) indicates that at least half of graduates produced by East African universities lacks employability skills, technical mastery and basic work-related capabilities (Nganga, 2014; Ernest, 2014). According to the study, 63 percent of graduates from Uganda was found to lack job market skills while, in Tanzania, 61 percent of graduates was perceived to be ill-prepared; in Burundi and Rwanda, 55 percent and 52 percent of graduates, respectively, were perceived to be incompetent while, in Kenya, 51 percent of graduates was believed to be unfit for jobs (Ernest, 2014).

University-industry collaboration can offset the mismatch between the knowledge and skills acquired by graduates from universities and those required by industry (Ssebuwufu et al., 2012). This could be achieved, for example, through offering professional courses on a fee-basis to respond to the skill and training needs of the industry, engaging industry representatives in curriculum development, and tailoring students' research projects to issues and problems of direct interest and relevance to industry (Ssebuwufu et al., 2012). Dasgupta (2017) contends that the relationship between university and industry is symbiotic – the university produces graduates who are needed by industry; research output at the university is then utilised by the industry for innovations; the industry looks to universities for solutions to their problems, and new research topics of mutual benefits arise out of a collaboration between the university and the industry.

Despite the generally weak state of university-industry collaboration in Africa, the lack of conducive conditions, and the challenges inherent in establishing linkages and partnerships across the continent, individual universities are taking initiatives to foster greater collaborations with industry (Ssebuwufu et al., 2012). It is against this background that this study sought to examine the impact of the collaboration between St. Augustine University of Tanzania (SAUT) and its businesses and non-governmental

partners in Mwanza City on university education. SAUT is a private university located in Mwanza, Tanzania. With the motto “Building the City of God”, it was founded by the Catholic Bishops of Tanzania in 1998 and accredited in 2002 as a secular, non-profit, private institution. The vision of SAUT is to foster the holistic development of a person and respect for human dignity. The University has a population of over 10,000 local and international students.

While there is evidence of collaboration between SAUT and the industry, the impact of such collaboration has not been investigated. The rationale for this study was based on the demand for competent graduates, the dynamic nature of industries, the unemployability of graduates, the knowledge and skills gap – the mismatch of the knowledge and skills acquired by university graduates and those required by industry, research gap – “gap” between research done at the university and its relevance to industry, and inadequate data and literature on the subject. This study is meant to fill the knowledge gap, given the shortage of literature and knowledge about the impact of SAUT and industry collaboration on university education. Although SAUT collaborates with some industries within Mwanza City, there is a lack of formal literature regarding such collaboration. In addition, no empirical study has been carried out on the subject. The present study, thus, sought to explore different types of university-industry partnerships, the benefits of fostering university-industry linkages, and the strategies for improving university-industry cooperation for the mutual benefit of the university and industry in the context of universities in Africa.

### **Theoretical Underpinnings of University-Industry Collaboration**

Knowledge transfer between the university and the industry has become a critical resource for the survival and growth of any business in the knowledge economy. To enhance knowledge transfer, universities and industries encourage different partnerships and governance strategies (Mascarenhas, Ferreira & Marques, 2018). University-industry collaboration is not underpinned by a single theoretical framework (Ssebuwufu et al., 2012; Mpehongwa, 2013). Although different perspectives on studying university and industry collaboration may exist, three theoretical frameworks are often used to guide studies on university-industry collaboration. These include the National Innovation System (NIS) model, the Triple Helix model, and the Mode 2 Knowledge Production model (Ssebuwufu et al., 2012). The advantage of implementing these models include high-speed innovation, double innovation success rate, and increased productivity.

The National Innovation System (NIS) model emphasises various linkages, partnerships, networks and interactions within the sphere of an innovation system. Under the NIS framework, industries do not innovate in isolation but within a larger system involving enterprises, universities, research centres, government agencies and other actors (Goransson & Brundenius, 2011). This model stresses the importance of knowledge and technology transfers in the innovative process (OECD, 1997).

In the Triple Helix model, university-industry collaborations are viewed as a three-way interaction among the university, government and industry (Etzkowitz, 2008). Innovation is, therefore, seen as a product of interaction of the university, industry and government (Ssebuwufu et al., 2012). The model challenges universities to focus on establishing institutional interface structures, including industry liaisons and technology transfer offices, business and technology incubators and fostering entrepreneurship through various policies and incentives (Etzkowitz, 2008). For example, universities may look to the industry to recruit entrepreneurial researchers to work among their faculty and act as role models (Ssebuwufu et al., 2012).

The Mode 2 Knowledge Production model emphasizes the application, exchange and transfer of knowledge in an interdisciplinary context. The model is “characterized by a constant flow back and forth between the fundamental and the applied, between the theoretical and the practical” (Gibbons et al., 1994, p.19). Under this model, knowledge is generated from a wider range of sources, including applied sciences in universities and research institutions, as well as from other spheres of society (Aken, 2001). Consequently, knowledge is generated not only in the academic sphere but also in the industrial sphere (Røed, 2000). This is in contrast to Mode 1 Knowledge Production model that is characterised by an academic agenda, is largely executed within the academic sphere, is mono-disciplinary, and is focused on analysis and fundamental knowledge as opposed to the application (Aken, 2001).

## **Methodology**

To realize the research objectives, the study used the qualitative research approach and a case study design. The qualitative approach and the case study design were deemed appropriate since this study was exploratory, as little or no empirical study has been conducted on the topic of university-industry collaboration in the context of St. Augustine University of Tanzania (SAUT) and industries in Mwanza. The qualitative method seeks answers to questions that stress how social experience is created and given meaning (Denzin & Lincoln, 2013). In addition, the qualitative method typically answers questions about the complex nature of phenomena, and often strives to describe and understand the phenomena from the participants’ point of view (Leedy & Ormrod, 2005). On the other hand, a case study research design entails the detailed and intensive analysis of a single case (Bryman, 2008). In this study, the case study design provided an opportunity to explore in-depth the SAUT-industry collaboration and its impact on university education.

The target population was SAUT administrators and industry officials in Mwanza City, whose industries or businesses are in some form of collaboration with SAUT. A total of 15 participants (8 SAUT administrators and 7 industry officials) participated in this study. SAUT administrators included deans of faculties, heads of departments and project coordinators, while industry officials included managers and project directors. The sampling techniques employed were convenience and purposive sampling,

respectively. Data were collected through key informant interviews and analysed using thematic analysis.

## Results and Discussion

Fifteen key informants from St. Augustine University of Tanzania (SAUT) and the industry were interviewed to obtain insights on the impact of the university-industry collaboration on SAUT education. Eight key informants from different faculties and departments of SAUT were interviewed as follows: 2 Faculty Deans from Education and Engineering; 5 Heads of Department from Education, Business, Sociology, Journalism and Tourism, and 1 Project Coordinator. Conversely, 7 key informants from the industry were interviewed, including 6 managers and 1 project director from the following industries: banking, telecommunication, production, manufacturing, construction, and tourism. These exemplified the kinds of industries in Mwanza City with which SAUT has some form of collaboration. The research results indicated that some faculties and departments at the university were more likely to collaborate with different industries than others, partly because of the nature of the industry, common interests, relevance and focus.

### Types of SAUT-Industry Collaborations

The study results showed that St. Augustine University of Tanzania (SAUT) collaborates with different kinds of industries at various levels and intensities. SAUT interviewees specifically identified the following examples of industries that SAUT collaborate with in Mwanza: (1) banking – CRDB and Mkombozi Bank; (2) telecommunication – Vodacom, Airtel, Tigo, Halotel; (3) production – Jumeme, TANESCO; (4) manufacturing – Coca Cola, Pepsi, (5) construction – Tanroads, and (6) Tourism – different hotels. The interviewees identified the following areas of collaboration: service provision, finance, sharing resources, shareholding, internships, knowledge sharing, research, human resources, employment, and sponsorship of events and students. However, the study results revealed that there is minimal collaboration in the areas related to curriculum development and review, research and teaching.

The findings of the study further revealed that SAUT-industry collaboration ranges from formal to informal and from short-term to long-term. This concurred with the categorisation of university-industry collaborations provided by Guimón (2013), Ssebuwufu et al. (2012) and Røed (2000). The interviewees reported that formal collaborations were long-term and involved some agreements in the form of a memorandum of understanding or other agreement. They mentioned two organisations hosted at the SAUT campus as examples in one of which SAUT is a shareholder. This concurred with Guimón's (2013) assertion that university-industry collaboration could involve formal equity partnerships. In contrast, interviewees noted that informal collaborations were short-term and sometimes happen haphazardly without any formal agreements. They identified industry sponsorship of university events, such as writing competitions and conferences, as examples. While all four forms of collaboration are

recognised in the literature (Guimón, 2013; Ssebuwufu et al., 2012; Røed, 2000), participants suggested that collaborations should be formalised. Interviewees from both SAUT and the industry acknowledged that, in most cases, the collaborations were informal and short-term, and thus might not have a greater impact on the university education.

Additionally, interviewees from SAUT lamented the lack of an office to develop, promote and coordinate SAUT-industry collaboration. While they recognised the Public Relations Office (PRO) and individual personal contacts as the main contact with the industry, they argued that this was ineffective as the PRO was already overwhelmed with many responsibilities. Furthermore, the participants noted that uncoordinated individual contacts with industry were more self-centred and might not promote the interests of the university. The need for a university-industry liaison office is emphasised by the Triple Helix model, which challenges universities to focus on establishing institutional interface structures, including industry liaison/technology transfer offices (Etzkowitz, 2008). The technology transfer offices (TTOs) and industrial liaison offices have been identified as key to establishing and improving university-industry collaborations (Mascarenhas et al., 2018).

### **Contribution of University-Industry Collaboration to University Education**

All the study participants agreed that SAUT-industry collaboration could play a critical role in university education. It could directly impact the university's core functions of teaching, research and community service. The interviewees cited its potential to enhance the quality and relevance of university education, experience-based education, scholarship of engagement, exchange and application of knowledge and skills, deep-level learning, development of soft skills, social capital and funding. These findings echoed the views of Ssebuwufu et al. (2012) that university-industry collaboration is crucial in offsetting the mismatch between knowledge and skills acquired by graduates from universities and those required by industry. This is made possible by offering professional courses to respond to the skills and training needs of the industry, engaging industry representatives in curriculum development, and tailoring students' research projects to issues and problems of direct interest and relevance to the industry (Ssebuwufu et al., 2012).

### **Quality of Education**

The study participants underlined various ways in which SAUT-industry collaboration could contribute to enhanced quality of education at SAUT. They noted that collaboration enables the university to easily access internship, industrial attachment and placement opportunities for practical training of its students, especially those from the fields of engineering, journalism and education. The participants added that through collaboration with industry, the university can have the advantage of using industry infrastructure, such as laboratories, workshops and equipment, for experimentation. Additionally, the university can also receive feedback from the

industry about its students and academic programmes. This is important in evaluating the university programmes for improvement. Finally, collaboration can increase graduates success in the workplace since they have the opportunity to learn best practices in the industry, a direct link from theory to practice, and a better understanding of day-to-day demands of work. These have the potential of boosting SAUT graduates' employability and creativity, and contributes to the role of university education in preparing students for their future career. This concurs with Harvey and Knight's (1996) definition of quality as fitness for purpose.

### **Experience-Based Education**

According to the interviewees, SAUT-industry collaboration promotes experiential learning, which is key for skills acquisition and development. As one industry interviewees put it, "Our collaboration with SAUT is important in contributing to the university education in a practical sense. We are open to receiving students from the university for internships, industrial attachment and practical training". These opportunities are important as they ensure "a constant flow back and forth between the fundamental and the applied, between the theoretical and the practical" (Gibbons et al., 1994, p.19). Experiential learning posits that 'experience is the best teacher'. Proponents of experiential learning advocate a learning by doing in which teaching and learning are connected to everyday life so that learning becomes immediately relevant to students. Dewey (2011) insists that students must always be involved in "an actual empirical situation as the initiating phase of thought" (p. 85). Experience-based education has become widely accepted as a method of instruction and a central lifelong task essential for personal development and career success in colleges and universities (Kolb, 1984).

### **Scholarship of Engagement**

University-industry collaboration has the potential to enhance the scholarship of engagement, which connects teaching and research to the understanding and solving of social, economic, civic and moral problems (Boyer, 1996). Isolation renders knowledge inapplicable to life and thus infertile leading to what Dewey (2011) terms 'academic exclusion'. In this case, "social concern and understanding would be developed, but they would not be available beyond the school walls; they would not carry over" (Dewey, 2011, p. 195). The study participants pointed out that through greater collaboration with industry, teaching and research at SAUT can be tailored to address the needs of industry and society in general. Collaboration with industry can enhance the relevance of knowledge produced at SAUT. Many African universities have been criticized as ivory towers that produce graduates and research that are irrelevant to the needs of industry and socio-economic challenges (Tumuti et al., 2013; Ssebuwufu et al., 2012).

## **Exchange of Knowledge**

The research participants indicated that SAUT-industry collaboration and partnerships promote deep-level learning through knowledge transfers and exchange between the university and industry. This is important for innovation and for reducing the mismatch between the knowledge produced at the university and that required by the industry. University-industry collaboration can ensure that graduates have the skills and knowledge required to effectively contribute to the workforce (Ssebuwufu et al., 2012). Collaboration and partnerships can enrich the learning process by generating rich sharing and discussion in the classroom based on concrete experiences. This can facilitate integration between lived experiences of students and their academic training due to the constant interaction of new knowledge with existing knowledge, and the integration of knowledge and learning processes with the personal and communal life of the student (West, 2004). Collaboration and partnership between university and industry also provide practical solutions for industry problems. The result of knowledge exchange and transfer is supported by the Mode 2 Knowledge Production model, which emphasizes the application, exchange and transfer of knowledge in an interdisciplinary context.

## **Application of Knowledge and Skills**

Results reveal that SAUT-industry collaboration provides an opportunity for the application of knowledge and skills in concrete situations. Collaboration offers avenues through which students can think critically about their course content and learn to creatively apply knowledge to real situations in the context of the industry. This is possible because collaboration provides students with experiential opportunities and occasions to test their ideas practically, to refine their understanding and knowledge, and to validate their skills and knowledge (Dewey, 2011).

## **Service Mission**

The research results indicated that university-industry collaboration can promote the university's community service mission or outreach services through community learning. Service-learning broadly means educating and encouraging students to participate actively in society by engaging in activities that respond to the needs of the community while reflecting upon those services and learning from the experience. SAUT-industry collaboration can make the university more connected to the community. Dewey (2011) emphasizes the importance of connecting learning institutions with communities when he states that "the school must itself be a community life in all which that implies. Social perceptions and interests can be developed only in a genuinely social medium – one where there is give and take in the building up of a common experience" (Dewey, 1916/2011:184). He adds that learning in school should be continuous with that out of school so that there should be a free interplay between the two. To achieve this, Dewey (2011) suggests that there should be

numerous points of contact between the social interests of the school and the community. These contacts are created through university-industry collaboration.

### **Soft Skills**

The study further established that SAUT-industry collaboration contributes to the development of students' soft skills through exposure to out-of-class and work-related concrete experiences. The following statement by one university interviewee illustrates the importance of university-industry collaboration in promoting the development of students' soft skills: "Exposing students to engaging with industry is key to developing their soft skills such as constructive teamwork, well-reasoned decision-making, networking, responsibility, appreciation of diversity and effective communication, which they might not have an opportunity to learn in the classroom". Soft skills are not only important for personal development but are also an important aspect of graduates' employability. A 2014 survey by the Inter-University Council for East Africa (IUCEA) found most East African graduates 'half-baked' (Nganga, 2014). In other words, these graduates lacked employability skills, technical mastery and basic work-related capabilities (Nganga, 2014; Ernest, 2014).

### **Social Capital**

Participants maintained that university-industry collaboration can lead to the development of social capital because of the interactions and activities for the mutual benefit of the parties. Social capital involves the networks, exchanges, trust and reciprocity that exist between and among people that enable them to act together to pursue shared objectives (Heffner, 2002). Building social capital has the potential of dismantling the curtain between the university and the industry. The networks developed during the university-industry collaboration activities are important for graduate employment opportunities.

### **Funding**

The interviewees acknowledged that one of the major motivations for university-industry collaboration is for the university to get increased funding and support for strengthening its educational activities such as research projects and sponsorship of its academic activities. However, most interviewees maintained that many collaborations are driven by financial and material agendas. This has been emphasized by one university administrator who stated that collaborations between SAUT and industries tend to focus on material and financial resources while forgetting the interests of students and academic matters. Funding is commonly cited as one of the main motivations for academics to collaborate with industry, while the academic aspects seem to be ignored as an important factor for collaboration. Academic issues should form the basis for collaboration since the main mission of a university includes teaching, research and community service.

## Strategies to Enhance University-Industry Collaboration

According to Awasthy et al. (2020), it is important to consider a comprehensive list of factors operating in a broad context within the collaboration system for improving the effectiveness of collaboration. Several strategies to improve collaboration between St. Augustine University of Tanzania and industries were suggested by the participants. There was a call from SAUT participants to improve the database of industries with which SAUT can collaborate. There was a concern about the lack of or inadequate organisation and availability of documented information about industries. The database was regarded as important for various faculty members, departments and faculties to make informed decisions on relevant industries with which to collaborate.

The study participants also proposed that the SAUT alumni in employment can be used as important links between the industries and the university. The respondents, especially those from SAUT, emphasized a need to establish an office to coordinate and promote collaboration with industries. They argued that while there could be many individual isolated collaborations taking place, these are not known or documented. The importance of establishing a Technology Transfer Office (TTO) and Industrial Liaison Office to improve university-industry collaborations has been emphasized by Mascarenhas et al. (2018). Additionally, participants called for a need for staff capacity building around university-industry collaboration. This could be conducted through regular seminars and workshops as part of the university staff professional development programme. Finally, the participants from both the university and industry challenged the university, especially, the faculty members and postgraduate students to focus on research that is responsive or relevant to the needs of industry and the national socio-economic concerns. This point has been underlined by Guimón (2013) who suggests a paradigm shift from traditional teaching and research towards a third mission related to better addressing the needs of the community and industry and contributing directly to socio-economic growth and development.

Other measures suggested to improve the effectiveness of university-industry collaboration from the study included encouraging personal networks, guest lectureship from industry personnel, employing qualified industry staff on a part-time basis, organising joint exhibitions, inviting industry representatives to partake in SAUT activities such as students' orientation, graduations, exhibitions, community day and conferences, strengthening trust between the parties and formalising collaborations. Finally, the study participants challenged the university staff to increase their collaboration activities with the industry. They expressed concern about the self-centred mentality of some staff who were more into promoting their personal interest than the university's. They suggested a need for a system focused on collaboration initiatives so that individual staff, departments and faculties could work in harmony towards the achievement of the goals of the university. It was suggested that the staff should view the university holistically, to create synergies between different individuals, departments and faculties and efficiently pursue and realize the goals of the whole university.

## Conclusions and Recommendations

The collaboration of St. Augustine University of Tanzania with industry is key to linking the university with corporate partners for mutual gain. This collaboration can unlock and accelerate innovative ideas from both parties and enhance the relevance of research and the quality of training and graduates from the university. SAUT's collaboration with industry could bring university education out of the ivory towers and make it more responsive and relevant to society. It can help students to make the connection between what they learn and the knowledge, skills and attributes relevant to the industry and the broader economy and society. The university can also collaborate with the industry in curriculum development and review, designing of courses relevant to industries, training of students, and setting up of laboratories to support practice-oriented learning. These can help resolve the mismatch of supply and demand of requisite labour, knowledge, skills and professional attributes needed by industries.

The importance of policies in sustaining university-industry collaboration has been recognized (Awasthy et al., 2020). Therefore, the findings of this study have implications for policy and practice. The study emphasizes strong collaboration between universities and industry in the areas of policy, research and innovation. This underlines the need for research and development collaborations and the integration of university-industry collaborations into the mission statements and strategic plans of universities and industries. In terms of practice, this study recommends regular curriculum development and review involving industry personnel as key stakeholders. It also recommends encouraging collaborations based on the principle of reciprocity, embracing innovative pedagogical approaches linked to the industry and community, such as service learning, involving industry in training programmes, and establishing university-collaboration offices to coordinate activities.

Marshall and Rossman (2011) acknowledge that “no research project is without limitations; there is no such thing as a perfectly designed study” (p. 42). In this context, a limited sample size may compromise the generalisability of the data beyond the sample selected for this study, as underscored by Boyce and Neale (2006). Although the findings in this study suggest that universities and industries benefit from collaboration, it is important to note that the university, industries and companies investigated only represent a small percentage of the university and industry sectors. Therefore, it might be difficult to generalise the findings about university-industry collaboration. However, this study considered different perspectives from various industries, companies and university departments to allow for possible generalisations to be drawn. The study might serve as an enlightening example of how universities and industries can collaborate and the potential outcomes of such collaboration. In addition, this study generates insight to support further investigations.

The study recommends that further studies around university-industry linkages and partnerships be carried out. The first suggestion is thus to carry out a study with a broader perspective. This might involve a larger sample, more cases and a different methodology. A broader-perspective approach would allow for comparisons to be made

on the extent and effectiveness of different forms of collaborations between various universities and industry players. Such a study would also support broader generalisations of findings and support the development of more relevant models of university-industry collaboration. Further research will also enrich existing knowledge and facilitate in-depth analysis of the impact of university-industry linkages and partnerships. The second suggestion is to investigate the challenges that hinder effective university-industry collaborations. The study finally recommends further studies on the impact of university-industry linkages and partnerships with a focus on specific industries.

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## A Pragma-rhetoric Analysis of Bongo Flava Music:

### *Nipeni Maua Yangu* by Roma Mkatoliki

*Hyasinta Deusdedith Izumba & Ashoboza Felix Kabalimu*

#### Abstract

Besides its entertaining rationale, the music industry has become a powerful educational and quality structuring tool in different cultures around the world due to its unique ways of communication. This accords with Plato who advocated that music rhythm and harmony penetrate deeply into the mind. It can help individuals sort out cultural and personal dilemmas through communication, and its ability to persuade is worth exploring further. This paper examines rhetorical devices in the music lyrics of the song *Nipeni Maua Yangu* by the Tanzanian artist Roma Mkatoliki. It aims to investigate how Bongo Flava artists use art in the form of rhetoric in social and political movements. With the guide of the Extended Pragma-dialect approach of Argumentation theory and Critical Discourse Analysis, the paper analysed how the artist persuades the audience through rhetorical features present in the song *Nipeni Maua Yangu* to win them over. The paper used a qualitative approach and data was collected through content analysis, transcription and focus group discussion (FGD). The paper established that the artist used all three pillars of rhetoric strategically to persuade the audience: that is, *logos*, as his lyrics highlight critical reasoning structures to persuade the Bongo Flava Audience through a variety of rational appeals in his lyrics including *analogous reasoning*, *cause-effect projection*, *deduction reasoning*, *induction rational appeals* and *facts presentation*; *ethos*, by considering *ethos of the writer* (his credibility/reputation to the audience), the *ethos of the text* (credibility of the text) and *ethos within the exchange* (developing a connection with the audience); *pathos*, where he visibly uses emotive and strong language to engage the audience's emotions actively by using persuasive rhetoric devices like *metaphors*, *antithesis* and *hyperbole* to invoke their frustrations, anger, rejection, care, happiness and dissatisfaction over the government. The paper generally concludes that the artistry manoeuvring in this piece of art has succeeded in using multiple rhetoric strategies to rationally, emotionally, and ethically appeal to and persuade the audience.

**Keywords:** Ethos, logos, pathos, rhetoric devices, Extended Pragma-dialectical Approach, strategic manoeuvring, Critical Discourse Analysis

#### 1.0 INTRODUCTION

Through choices of words in music lyrics, artists strategically use rhetoric in their works as persuasive devices. Further to that, through music, we are likely to learn the kind of arguments which exist in musicians' societies. As it is known, in any natural language, arguments are primarily used to persuade others of a stance towards a controversial topic (Mercier and Sperber, 2011). Persuasion is rarely realised through a set of strong arguments alone rather than through an effective rhetorical delivery of arguments. The energy that artists invest in their arguments through rhetorical strategies, unfolds their persuasive effectiveness. Aristotle distinguishes between artificial persuasion methods, based on logos, ethos, and pathos, and inartificial persuasion methods, relying on pre-existing materials like documents, laws, and witness statements (Van Eemeren et al., 1996: 43). Aristotle defined rhetoric as "the faculty of observing in any given case the available means of persuasion" (Roberts, 2004:3). He added that the art of rhetoric deals with the power of recognizing the modes of persuasion on different subjects produced to us (Roberts, 2004:3-7). Rhetoric is "the

counterpart of dialectic", which that means on the one hand arguers have to observe reasonableness in critical discussion while on the other hand, they have to observe rhetorical effectiveness also referred to as persuasiveness (van Eemeren et al., 2011). In any argumentative discourse, be it dialogue or monologue persuasion is of utmost importance although in most cases this goes hand in hand with reasonableness. It is precisely this potential tension that gives rise to what van Eemeren and Houtlosser have coined *strategic manoeuvring*, "which is aimed at making the strongest possible case while at the same time avoiding moves that are clearly unreasonable" (van Eemeren et al., 2011). Arguers strategically manoeuvre in a way that persuades their audience through three aspects of strategic manoeuvring, namely presentational devices, audience demand, and topical potential. If these aspects are met, then the argument is said to be effective while maintaining its reasonableness. In argumentative practice, it is crucial to select the right topic, respond to audience demands, and use presentational devices effectively to ensure that everyone is represented in every argument. No persuasion can occur without making simultaneous choices regarding how to use the topical potential, how to meet audience demand and how to employ presentational devices.

In Aristotle's concept of rhetoric, the emphasis is on the production of effective argumentation for an audience in a monologue. Rhetoric in the Aristotelian sense deals with principles of effective persuasion which are instrumental in achieving assent or consensus when the subject matter at issue does not lend itself to a logical demonstration of certainty. Aristotelian rhetoric focuses on persuasive effects that arguers are as it were entitled to achieve on the basis of the quality of their argumentative discourse rather than on persuasive effects that are actually realized. The most prominent argumentative tool of classical rhetoric is the enthymeme, an incomplete syllogism with premises that are supposed to be acceptable to the audience and that is thought to be effective through the audience's completion of the syllogism (Van Eemeren 2018:13). Rhetoric is the influential use of words to form attitudes or prompt actions in others (Van Eemeren 2018:180).

Further to that, rhetoric it is hypothesised, just as in classical rhetoric, that "argumentation is always designed to achieve a particular effect on the ensemble of those whom the speaker wishes to influence by his argumentation" Van Eemeren, 2010:76. That is to say, in rhetoric, the audience, therefore, plays a crucial part for the effectiveness of the argument. The trustworthiness of the argumentation depends on its success with the audience for whom it is intended, whether this is a particular audience or the universal audience (Van Eemeren 2010:76). If argumentation is to have the desired effect, it is very important that the audience should be approached in an effective manner, that means their demand must be met through the choice of words by the protagonist. The techniques used in argumentation must be attuned to the audience's frame of reference in a way that can play a constructive role in this persuasive endeavour of an argument.

Persuasion therefore has the ultimate objective of influencing people or making them embrace certain beliefs in order that they may either adopt new goals or abandon previous ones in favour of higher value goals, as presented by the persuader (Poggi, 2005). Persuasive communication changes reinforces and shapes responses (Miller, 1980). Responses could be actions such as buying or not buying goods, voting or not voting for someone, taking membership in a particular group or party, and so on (Rutechura, 2018:15). Aristotle presented three different kinds of persuasive strategies, which are ethos (reliability and credibility of the speaker); logos (rational argument) and pathos (emotional appeal). So we have chosen to examine rhetoric strategies through Bongo Flava because artists manoeuvre strategically through lyrics hence persuading their audience.

Bongo Flava music is a Tanzanian version of rap/hip hop music characterised to have a persuasive force in popular culture, informing not only Tanzania's musical tastes but also according to Whitaker (1990), its fashion trends and its vernacular as well. With its richness in language manoeuvring strategies and imageries, Roma Mkatoliki's music is literally seen to break down some social, cultural and political barriers by sending a positive message to the majority of youngsters, but also being blamed for having negative political influences on today's youth and society at large due to its harsh, explicit language and negative attitudes towards the government practices at the same time. Following this reaction by the government, the Tanzania Communications Regulatory Authority (TCRA) has been regularly announcing the ban of some of such music on the grounds that they are against Tanzanian norms and values. Although this kind of music may have generally received a lot of negative attention to some extent, its lyrics somewhat cry out the social-political frustrations of society, an area whose scholarly research is not well done so far. Therefore, this paper attempts to turn the eye to this expanse by analysing the logos, pathos and ethos using the extended pragma-dialect theory of argumentation to find out how Roma Mkatoliki persuades Bongo Flava's audience.

## **2.0 THEORETICAL REVIEW**

### **2.1 PRAGMA-RHETORICAL ANALYSIS OF MUSIC LYRICS**

There are three general approaches to studying argumentation. Logic is concerned with the matters of form and the relationships among statements in an argument. Dialectic deals with procedures of critical questioning between interlocutors to resolve disagreements between them while rhetoric concerns itself with the relationship between claims and audiences, examining both the pragmatic influence of claims and the philosophical question of how audiences validate arguments in everyday life. One focuses on validity, one on the intersubjective agreement, and one on persuasiveness (Zarefsky, 2014: 129). Dialectics bridges the gap between logic and rhetoric, and strategic manoeuvring operates when dialectic and rhetoric move together. Therefore, strategic manoeuvring in the Pragma-dialectical perspective is not optional; it must be

observed in all cases of argumentative moves (Van Eemeren & Houtlosser, 2002). Therefore, the analysis of this study will focus on the effectiveness of an argument only, that is persuasiveness of arguments through music lyrics.

Rhetoric can be defined as the art of persuasive discourse, whereby discourse refers to a comprehensive term used by modern linguists to denote continuous forms of written and spoken communication (Cockcroft & Cockcroft, 1992: 3). Rhetorical arguments are particularly meant to convince a specific audience of the correctness of a standpoint. “Rhetorical figures are specific modes of expression that can be used as presentational devices; they are ways of presenting which make things present to the mind” (Van Eemeren, 2019:485). Therefore, to be rhetorically effective, the protagonist must engage the audience in a variety of fascinating ways for that audience to be convinced. Those compelling ways are Logos, Pathos and Ethos.

The Extended Pragma-dialectical Argumentation theory assumes that in principle, argumentative language use is always part of an exchange of views between two parties that do not hold the same opinion, even when the exchange of views takes place by way of a monologue. The monologue is then taken to be a specific kind of critical discussion where the protagonist is speaking (or writing) and the role of the antagonist remains implicit (Van Eemeren & Grootendorst, 2004:59). All three aspects of strategic manoeuvring, particularly audience demand, topical potential and presentational devices are very important in rhetorical studies. Our study concentrates on these aspects specifically looking at the effectiveness of Roma Mkatoliki’s arguments in his Bongo Flava song *Nipeni Maua Yangu*.

## 2.2 CRITICAL DISCOURSE ANALYSIS: SOCIAL ANALYSIS

CDA is concerned with the multifunctionality of language in a text showing how it is both socially constitutive and socially shaped (Fairclough, 1995a). Based on TODA, there are three tenets of CDA in analysing a text based on the relationship between texts, processes, and their social conditions which are description, interpretation and explanation (Fairclough, 1989:26). This study will focus on explanation which deals with the relationship between interaction and social context (Fairclough, 1989:26). The analysis is done in relation to ideology and power as hegemony in order to stipulate the nature of the social practice of which they are part by considering what is in the text and what really happens in society. Bongo Flava music through songs presents social realities by considering the description of the text, the interpretation of the relationship between text and interaction and the explanation of the relationship between interaction and social context.

## 3.0 METHODOLOGY

This study is perfectly an argumentative which may be defined as concerned with explaining the intentional phenomena that occur in most communicative uses of

language, namely the communicative intention and the intention of persuading. Also, the study may be defined as concerned with analyzing doubtful as well as transparent “structural relationships of dominance, discrimination, power and control as manifested in the social context” (Wodak, 2001:3). Since this study involves the examination of lyrics by the Bongo Flava artist Roma Mkatoliki, a Pragma-rhetorical analysis from the extended pragma-dialectical approach by Van Eemeren and social analysis from Fairclough’s Critical Discourse Analysis seemed a perfect perspective. For us to know how effective Roma’s arguments are and if he, as the protagonist, won the audience, we used Focus Group Discussions (FGDs) with the public to know how pathos applied in this context. Since pathos is meant for arousing emotions and is a tool which shows if the demand of an audience is met, this study aims to analyse the achievement of the effectiveness of an argument through pathos in the lyrics of the song *Nipeni Maua Yangu* by Roma Mkatoliki.

## 4.0 DISCUSSION OF FINDINGS

### 4.1 Logos Strategy in Roma Mkatoliki’s Bongo Flava Music: Nipeni Maua Yangu

Logos methods are developed by citing facts, literal analogies and logical arguments (StudionBinder, 2023). Roma Mkatoliki uses logic, rationality, and critical reasoning to persuade the Bongo Flava Audience through a variety of rational appeals in his lyrics including analogous reasoning, cause-effect, deduction reasoning and induction rational appeals as illustrated below:

#### *Analogous reasoning*

Under this component of logos, the composer moves from one particular claim to another, seemingly in a logical sequence. The composer uses this line of reasoning to build one claim to the other to invoke to the audience’s judgment by comparing the logic of the argument in a series. This can be seen in the lyrics below:

- (1) (a) *Tanzania haijaezekwa bati na wamekula pesa ya ujenzi*  
(Tanzania is yet to be roofed, and they have embezzled all the construction funds)
- (b) *Yaani nchi wanaifanya mti,*  
(They have made Tanzania a tree,)
- (c) *mjenzi anauona mbao*  
(To a carpenter is a timber)
- (d) *Ndege atauona makazi*  
(To birds is a nest/home)
- (e) *mkulima ataona mazao*  
(To a farmer is the harvest)
- (f) *Mganga atauona dawa na*

(To a physician is a medicine)

(g) *Mpishi atauona kuni*

(To a cook is firewood)

The composer appeals to the audience's rationality through an analogous strategy by comparing Tanzania with an unroofed house in (1a) trying to persuade the audience to draw logic from the imagery of an unfinished house with the economic situation in Tanzania, meanwhile, all the construction fund is embezzled. He further uses a comparative strategy of those who embezzle the public fund at their positions as the sources of their personal interests instead of the public ones. For instance, he registers the egoistic characters benefiting from the Tanzanian public fund in different categories of swindlers such as carpenters as in (1c), birds in (1d), farmers in (1e), physicians in (1f) and cooks in (1g.) whose personal benefits from the public funds are compared with timber, nest, harvest, medicine and firewood respectively.

### ***Cause-Effect Projection***

Here, the projection is that if A is true and B is true and A is an instance of B, then the repercussions of B will always be true. The problem, however, arises if this kind of logic doesn't work for real-life situations. This is where the argument comes into play by the composer who tries to assume that the reverse of the projection may not yield dissimilar results (experience) in the Tanzania context as can be evidenced by the lyrics below:

(2.) (a) *Okay nikupe boda yangu kisha we unipe uwaziri*

(I give you my motorcycle, you give me your position in the ministry)

(b) *Nikukabidhi vyeti vyangu hangaika navyo mwezi mmoja*

(Handle my certificates to hustle with them for a month)

(c) *Niko pale nakungoja uje tuongee lugha moja*

(I will be there waiting for you so we speak one language)

The composer appeals to the audience's logic to draw the experience from the hypothetical projection of a scenario if laypersons/common people such as *bodaboda* as in (2a) and jobless graduates as in (2b) may exchange positions with top leaders in the government, would they feel as comfortable as they think the situation is? In (2c), the composer suggests that the result would not be the same as the top leaders would have now understood the real frustrations the audience goes through on the ground. The argument that if the condition was to be fulfilled, the laypersons and the leaders would 'speak one language' (as in (2c)) logically appeals to the audience's rationality that they are currently not speaking 'one language' with their leaders, that is, leaders are actually not sympathizing at all the frustrations the *bodaboda* people and the jobless are experiencing real life.

### ***Deductive Reasoning***

This is a logos strategy where a composer starts with a broad, general claim/example from which the audience will draw a more specific point or claim. This is manifested in the lyric below:

- (3) (a) *Yanga na Simba ni wapinzani ila sio kwamba hawapatani*  
(Yanga and Simba are opponents but it is not that they are enemies)  
(b) *Maji yanayotoka mto msimbazi ndo yanayojaza jangwani*  
(The water from River Msimbazi fills River Jangwani)  
(c) *Na hiyo ndo amani tuitakayo sisi sio vurugu*  
(And that is the peace we want, not conflict)

The composer uses the generalised argument from the Tanzania football context of top rivalry football clubs, that is, Simba and Yanga, that although they are top football opponents, they are not enemies as in (3a). He further describes their geographical location proximity where two neighbouring rivers to each club's headquarters share water to show dependence on each as in (3b) above. From the two cases, the composer appeals to audience's deductive reasoning to infer from the generalized experience in Tanzania football context to Tanzania politics. In the latter argument in (3c), he makes inferences to a more deducted claim to persuade audiences that even in politics, leaders should practice harmony, peace and unity with opposition despite their differences in political ideologies.

### ***Inductive Reasoning***

This is a strategy which involves using several specific examples or cases to make a broad generalization. Among other examples, the composer uses different specific arguments to appeal to the audience's logos to induct a more generalised judgement. Consider the three arguments in the lyric below:

- (4) (a) *Sisi huku magengeni imedoda magogoni imenona*  
(Our slums here are doomed, their palace is affluent)  
(b) *Sa kama Askofu mfufua watu ameiba kura za wapinzani*  
(If the bishop who raises the dead has stolen the opposition votes...)  
(c) *Je atashindwa kuiba sadaka kanisani?*  
(Won't he be able to steal the offering in church?)

From (4a) above, the audience's rationality is invoked to induct from the relative geographical areas in Dar es Salaam with different social statuses, that is *Magengeni* where lay people reside and *Magogoni* where the state house and other top government offices are located. He invokes the audience's rationality to draw from such a social dissimilarity of the two areas to generalised judgement that while the condition of the lay citizens is deteriorating, the same in their counterparts, that is leaders, is massively

prospering. A composer further invokes the audience's logic to induct from the specific incident of the 2020 General Election where one of the bishops from the ruling party contesting for a parliamentary position in Tanzania was alleged to be involved in rigging the election. The composer registers his argument by clearly describing what the bishop does, *stealing the votes*, is contrary to what bishops are expected of. He sarcastically invokes the audience's memories on the prior incidence of raising the dead by the same bishop who rigged the election votes trying to persuade the audience how corrupt the national electoral system is. He finally ends his argument by asking a rhetorical question in (3c), *Won't he be able to steal the offering in church?* The question is strategically left to be filled by the audience's induction from presupposed arguments in (3a) and (3b).

### ***Facts Presentation***

In his lyrics, the composer highlights some facts related to the economic situation in Tanzania among others, such as:

- (5) (a) *Sasa Iringa si tuna misitu, halafu toothpick twaagiza China*  
(We have forest reserves in Iringa, yet we still import toothpicks from China).
- (b) *Ntawafundisha kitu kabla hajawika jogoo alfajiri*  
(I will teach you something before it dawns)
- (c) *Pesa unayonunua mafuta, mkate unaolipa bili*  
(The money you spend to buy oil, the bill you pay for bread...)
- (d) *Moja yake inamlipa Rais, Polisi, Mbunge, Waziri*  
(Its fraction pays the President, Police, MPs and ministers' salaries)
- (e) *So una haki ya kuwakosoa maana we ndo umewaaajiri*  
(So you have a right to criticise them because you employed them).
- (f) *Tatizo hatuna ujasiri na akili tumekaza fuvu*  
(The problem is we are not courageous and rational;  
our minds are brainwashed.)

The composer raises awareness to his audience by analysing some economic situation facts in Tanzania using an example in data (5a) of having forestry reserves in Iringa (Tanzania), yet very small products of timber such as toothpicks are still ordered and imported from China. He further opens up the audience's awareness by invoking them to learn about their rights to criticise the government since they are the ones who employ them as illustrated in data (5b-e). Using the clause '*I will teach you*' appeals to the audience's awareness to perceive new knowledge. The composer further uses some facts to educate the audience on how they serve as employers of their leaders through the bills and expenditures they cover on a daily basis to pay the top government leaders and organs such as the President, MPs, Ministers and Police. From this claim, he persuades the audience's mind using the argument that '*being an employer*' logically gives one a right of authority over his *employees* to criticise them because he *pays them*. From this logic, the audience who are taxpayers has all right to criticise their top

government leaders since they have such a right as the employers. A composer finalises in (5f) by making a judgment over the reluctance of the audience to act and practice their obvious right to criticise the government because they lack courage and awareness.

#### 4.2 Ethos Strategy in Roma Mkatoliki's Bongo Flava Music: Nipeni Maua Yangu

Ethos being one of the means of persuasion refers to a set of values an individual or a community has, which are replicated in their language, social attitudes, and behaviour (Mwombeki, 2019:25). Ethos presents the style of the speaker by the help of which he or she appeals to and attempts to fascinate the attention of his/her audience to win their trust. The trustworthiness or credibility of the writer or speaker is seen in his/her argument through ethos whereas the audience falls on the speaker's arguments if they are persuasive. A good number of musicians engage persuasive strategies in their communication to attract their audience on the matter they present through their music lyrics. Roma Mkatoliki in his song, *Nipeni Maua Yangu*, uses ethos with the intent of establishing common ground with his audience. He is using ethos strategically to present a sense of solidarity among his fellow citizens.

This article analyses ethos from the lyrics of the song *Nipeni Maua Yangu* by considering three aspects. These aspects are ethos of the writer (His credibility/reputation), ethos of the text (credibility of the text) and ethos within the exchange (developing a connection with the audience).

##### *Ethos of the writer*

This is a strategy in which the speaker involves using several specific examples or cases to present and defend his reputation towards the audience. Through the choice and use of words, the artist is introducing and identifying himself regarding the matter at issue. Before presenting his argument towards the matter at issue, strategically, Roma begins with words that identify him positively. This tells people about a person they are going to listen to. It gives them the image of a patriotic citizen hence building trust towards him. Those words are as follows:

- (6) a) *Tumekumiss Roma,*  
(We miss you, Roma)
- b) *Rudi nyumbani Roma*  
(Come back home, Roma)
- c) *Uwatetee wanyonge ndugu zako*  
(Stand for your weak brothers)
- d) *Uwakumbushe viongozi majukumu yao*  
(Remind leaders about their responsibilities)

Roma chose words that show how important *he* is to his society to the extent that they feel his absence *Tumekumiss Roma* (We miss you, Roma). With these words, it sounds like there is an unsuccessful struggle towards liberation and since people are not courageous, Roma is requested to come and stand for his fellow citizens *Uwatetee wanyonge ndugu zako* (Stand for your weak brothers). Roma is creating a ground for his ability to remind leaders about what they are supposed to do for their citizens. From his lyrics (6d), *reminding leaders of their responsibilities* sounds like leaders have forgotten about their responsibilities, but he is who to remind them. Roma seems the perfect person for that particular duty, that is why he is requested to come back and remind leaders about their responsibility. Rhetorically, Roma is moulding his reputation to the audience. He is persuading the audience's trust.

On top of that, Roma decided to use the chorus of *Nipeni Maua Yangu* strategically. A chorus is a repetitive part of a song, therefore, whenever he presents his argument towards the matter at issue he compliments the argument with his credibility through a repetition of a chorus. Hence builds trust by the audience towards his arguments. Consider the three arguments in the lyrics from his chorus as explained below:

- 7) a) *Tunakupenda Roma Tunakumiss Roma*  
(We love you Roma, We miss you, Roma)
- b) *Rudi Nyumbani Roma Utusemee*  
(Come back home Roma, speak for us)
- c) *Tunakupenda Baba Tunakumiss Mwana*  
(We love you, Daddy, We miss you, buddy)

The composer is revealing the beliefs or opinions which are generally held by his fellow citizens about neo-liberation. It shows how people miss him in the struggle to liberate themselves and how they wish Roma could be around. Asking him to back home, reveals how important Roma is in the struggle for liberation. It reveals that Roma is an irreplaceable figure and that is why they beg him to come back and represent them. Appealing to credibility, Roma is telling us that he is a loveable and patriotic citizen. The choice of words in his chorus has a very strong impact on his integrity. It persuades the audience and creates a ground for strong trust in every argument that Roma presents to his audience.

### ***Ethos of the text***

This is a strategy in which the speaker involves using various examples or cases to present and defend the validity of the song as a text. This involves the choice of words that carry the impact of the message towards the matter at issue. How does the artist set up his pragmatic self and how artistically does he frame the lyrics in a manner that supports his ultimate position? Consider the following verses:

8) *Sasa sijui nianzie wapi, kifuani nimebeba mengi*

(Now I don't know where to start, I am carrying a lot in my chest)

The artist is showing how this song carries a very strong message. It presents the authority of this song as a text hence making people believe that the artist is going to unveil discursive matters through his song. The verse “*kifuani nimebeba mengi*”, shows how concerned Roma is with the well-being of his fellow citizens. The choice of words of this kind gives credibility to the text that people should believe.

Contextually, Roma presents himself as a patriotic and committed citizen. A kind of a person that any nation would wish to have as a representative. “*Holding/carrying a lot in my chest*” shows how concerned the artist is. All these are presented by the power of the text and its relevance to the contemporary situation of the audience.

(9) a) *Jeshi gani mpaka leo mmeshindwa kumjua Kigogo*

(What kind of a police force you are that has failed to expose ‘Kigogo’ up to date)

b) *Tukiongelea kutekwa eti tunarudia ajenda*

(When we talk about being abducted, you say that we are repeating the agenda)

Due to the fact that there is an unknown person who is famously known as “Kigogo” in Tanzania, who is known to be radically challenging the government through social media, the police department has never managed to arrest him. These two verses unveil the weakness of the Tanzania forces which actually projects the weaknesses of the government. The artist through this verse is questioning the intelligence of the forces. Presenting this matter through his choice of words, *Nipeni Maua Yangu* as a text brings about the impact of its message on the matter at issue. Also in the verse “*Tukiongelea kutekwa eti tunarudia ajenda*”, the text preserves its credibility by showing how the army or regime is not ready to clear people's doubts about matters which seem to be left unresolved. It should be remembered that Roma was once abducted by unknown people who are still unidentified until today. With these verses, Roma as an artist is moulding a strong base for people who wish to get answers to the question of unknown people to trust his song as a text which raises a voice for the voiceless majority. Pragmatically, Roma is a protagonist who presents his arguments in a way that makes him a citizen who is aware of the political frustrations that the majority experience from the regime and its forces. Due to its relevance to the contemporary situation, people are easily persuaded by these words by the choice of words in the texts.

***Ethos within the exchange***

This is a rhetorical strategy used by the speaker or writer to develop a connection with the audience. When persuading audiences, speakers especially musicians and politicians tend to create a room for their audience to feel a sense of involvement and

care. Here the artist may use pronouns like *we* instead of *I*, *us* instead of *you* and the like. Consider the following example;

a) *Mara mkapandisha tozo kampeni mkono hatuwaungi*  
(You raised the levies and we never supported your campaign )

b) *Si tulihoji mkajibu kwa dharau tuhamie Burundi*  
(When we challenged that, you disrespectfully told us to exile to Burundi)

Strategically the artist is positioning himself with the audience of the ruled group using the first personal pronoun “*we*” as in verse (10a & b.). He shows to stand with his audience against the government referring to using the second personal pronoun *you* to distance himself from the group of the rulers (government) which he claims to impose levies and contempt against the oppressed group (the artist’s). He is a part of the active subject against the raised levies which were not supported by the majority – the group he speaks for. With these linguistic markers, Roma strategically manoeuvres to sculpt a connection with the audience. With verses 10 (a) and (b) above, the artist is raising awareness on how citizens’ quells are not given satisfactory answers by the government. By choosing such an issue, the artist is touching the audience in a way that creates a connection between him and them.

An artist is appealing to ethos within exchange by choosing the issue that the audience desires. Consider the following example;

(11) a) *Na ili nchi iendelee inahitaji vitu vinne tu*  
(for the country to prosper, it needs only four things...)

b) *Uongozi bora, siasa safi, Ardhi na watu*  
(Good governance, better politics, land and people)

c) *Yanga na Simba ni wapinzani ila sio kwamba hawapatani*  
(Yanga and Simba are opponents but it is not that they are enemies)

d) *Maji yanayotoka mto msimbazi ndo yanayojaza jangwani*  
(The water from River Msimbazi fills River Jangwani)

e) *Na hiyo ndo amani tuitakayo sisi sio vurugu*  
(And that is the peace we want, not conflict)

Roma as an artist thought of things that would persuade his audience. The things that the audience would wish to hear a person preaching about. That is peace. The artist strategically quoted Mwalimu Julius Kambarage Nyerere during the Arusha declaration of February 5, 1967 (verse *b* above). He presents the idea of Good leadership, better politics, and the land and people as mainstays for the country’s development. Adopting Mwl. Nyerere’s ideas strengthen the composer’s credibility with his audience. This makes him even more patriotic, hence building trust in his audience. The artist is also explaining the idea that, although we do have differences, be it social or religious, as

human beings, they should not separate us. Consider the lyrics (c) and (d) above. These examples from the music lyrics tell people that individual differences should not separate people since human beings do depend on each other. This is revealed by the verse “*Yanga na Simba ni wapinzani ila sio kwamba hawapatani*” (Yanga and Simba are opponents but it is not that they are enemies) means that regardless of the differences of soccer interests between Yanga and Simba fans, these people are not enemies. *Maji yanayotoka mto msimbazi do yanayojaza jangwani* (The water from River Msimbazi fills River Jangwani), this shows how people depend on each other. Therefore, peace is what people want, nothing else. The artist finalizes by revealing how people hate conflict and that they want the peace which comes as the result of good leadership and better politics as presented in verse 11 (e) above “*Na hiyo ndo amani tuitakayo sisi sio vurugu* (And that is the peace we want, not conflict) With the presentation of such a particular idea, the artist is developing a connection with the audience because reflects that the artist and the audience are sailing in the same boat, the boat of the longing of peace.

#### 4.3 Pathos Strategy in Roma Mkatoliki’s Bongo Flava Music: *Nipeni Maua Yangu*

Pathos is a rhetorical strategy which appeals to emotional and the imaginative impact of the message on an audience, the power with which the addresser's message moves the audience to decision or action (Poggi, 2005:314). Pathos often relates to emotional appeal which causes an audience not just to respond emotionally to the message sent by the speaker or writer but also the position of identifying the speaker’s point of view (Rutechura, 2018:17). A message which is sent by the speaker or a writer arouses the emotion of the audience to the point that the audience feels what the writer feels.

Roma in his song *Nipeni Maua Yangu* has employed different persuasive tools to arouse the audience’s emotions. He has used tools like metaphors, antithesis and hyperbole to arouse the emotions of his audience through arguments. The artist has made the audience feel happy, sad, angry, passionate, or miserable with his choice of words in the music lyrics.

Consider the following verses:

(12 a) *Na ukisema hawatufai wanakuumiza uwe mpole*

(And if you say that they are not right for us, they hurt you to weaken you)

b) *Yaani wanaangua papai kwa kutumia gobole*

(They are picking papaya using a gun)

c) *Na inanima kuona msomi wa degree tatu*

(It hurts to see an educated person who holds 3 degrees)

d) *Mnashindwa kumpa ajira sasa anauza nyanya karatu*

(You have failed to offer her employment, she ends up vending tomatoes in Karatu)

e) *Sasa sijui mtaniua nikimshikia mama shilingi*

(I don't know if you will kill me if I challenge Mother)

f) *Maana hata inyeshe mvua mnasema anaupiga mwingi*

(Because however heavily it rains, you keep saying that she is performing well)

Strategically the choice of words in verse 12 (a) above, *Na ukisema hawatufai wanakuumiza uwe mpole* (And if you say that they are not right for us, they hurt you so that you become weak) arouses anxiety in the audience. The composer is awakening the audience by alerting them that whenever you say the truth and challenge the leadership, then you are in trouble because possible measures to weaken you will be taken. This arouses anxiety and fear in the audience. Also, in the verse: *Yaani wanaangua papai kwa kutumia gobole* (They are picking papaya using a gun), the fact sounds exaggerated but the message behind it is how the regime uses so much energy on very small or minor issues. This may reflect a sign of intimidation by the people with power over the citizens. Therefore, this appeals to the audience's anger against their leadership.

Also, in verses like *Na inaniuma kuona msomi wa degree tatu* (It hurts to see an educated person who holds 3 degrees) *Mnashindwa kumpa ajira sasa anauza nyanya karatu* (You have failed to offer her employment and she ends up vending tomatoes in Karatu) raises the feeling of rejection and anger due to the fact that graduates are suffering from stern unemployment. Due to that situation, an educated person is now a local street vendor in a small town like Karatu (found in northern Tanzania).

On the other hand, it is awakening the emotions of the audience by unveiling how hypocritical people around "Mama" (the president) are. Anger is triggered here. It feels like the president is not being told the truth about the situation instead people are just showering her with praises even when things are not going well. For example in (12e-f), *Sasa sijui mtaniua nikimshikia mama shilingi* (I don't know if you will kill me if I challenge the president) *Maana hata inyeshe mvua mnasema anaupiga mwingi* (Because however heavily it rains, you will keep saying that she is performing well). Probably people do benefit from being hypocrites and that is why the artist is hesitating to challenge the president. Due to the choice of words in the analyzed verses above, it is undeniable that these words arouse the emotions of the audience.

For us to know how effective Roma's arguments are if the protagonist won the audience's emotions and if the demand of an audience is met, we used focus Group Discussions (FGDs) with the public to know how pathos applied in this specific context of Bongo flava music and the society. The results were as follows; both men and women who were involved in the focus group discussion were touched by the song *Nipeni Maua Yangu* in different ways and their emotions were raised in different ways. Some participants said they were touched by the choice of words in this song. One of the

respondents was quoted saying,

*Hapa Roma kasema ukweli mtupu, hali ya maisha ni ngumu na hatujui cha kufanya. Bora ametusaidia kufikisha ujumbe. Tumesoma tuko tu mtaani hatujui tunaishije, hata kupata mtaji ili kufanya biashara ni changamoto.* (Here, Roma has really said the truth. The life situation is really hard and we have nothing to do for a living. It is better he has aired our voice. We are educated but we have no capital to assume any small business, we are in the streets confused not knowing how we will survive.) (FGD, July 2023)

From this testimony, the audience is deemed to be confused as they admit that the lyrics are typically referring to reminding them of the economic frustrations they endure due to unemployment.

Another discussant admitted to having been invoked emotionally by the song. Referring to the lyrics, he expressed how touched he was by one of the verses in the song: “*Na inaniuma kuona msomi wa degree tatu, Mnashindwa kumpa ajira sasa anauza nyanya karatu*” (You have failed to offer her employment, she ends up vending tomatoes in Karatu). He reacted by saying, “*Hapa Roma kanigusa, maana nina degree ya ualimu lakini nimeishia kuwa bodaboda. Inauma sana.* (Here Roma has touched me because I hold a degree but I ended up being a bodaboda driver.) From this reaction, the song has apparently invoked feelings of dissatisfaction in the audience by claiming that despite the level of education people have, they end up being jobless or in an occupation different from which they have expertise in due to make a living.

Invoked emotionally, one lady was very happy with the choice of some of the words in the lyrics by the artist, and she admitted,

*Mimi siyo mfatiliaji sana wa nyimbo za Bongo Flava ila huu wimbo umenigusa sana na nimeusikiliza neno kwa neno. Nimefurahi kwamba Roma ni mzalendo na yuko tayari kusema ukweli ili sisi wananchi wenzie tupate msaada. Mama ni msikivu akisikia huu wimbo ataufanyia kazi, tutapata msaada.* (I am not a real fan of Bongo Flava music, however, this song has really touched me. I have spent my time listening to it word by word. Honestly, the artist has spoken the truth so that we, his fellow citizens, may get support. The president is sympathetic, when she listens to the song, she will work on the issues raised). (FGD, July 2023)

From people’s views, we realised that the artist succeeded in persuading them emotionally. He invoked their emotions and their demands were met. The artist won the emotions of his audience due to the choice of words which met the audience's demands.

## 5.0 Conclusion<sup>[1]</sup>

The paper has succeeded in unveiling the rhetorical strategies used by the artist

Roma Mkatoliki in his song *Nipeni Maua yangu*. Devices like logos, ethos and pathos were used strategically to persuade the audience. The artist has succeeded in showing how musicians strategically manoeuvre to win their arguments towards a particular issue. This paper explains how musicians balance sensible entertainment and the rhetorical effectiveness of the message carried in their songs. This paper began with the assumption that rhetoric strategies are the important tools used by musicians for persuasive effects. Some studies have led us to see the role of rhetoric strategies in pragma discourse and how people use them in politics and in the media. We therefore went ahead to see how Bongo Flava artists strategically use ethos, logos and pathos to persuade their audience. We followed the Extended Pragma-dialect Analysis by basing it on the rhetorical effectiveness of the argument without touching on the dialectic reasonableness of the argument to examine persuasiveness in the music lyrics. Further to that, social analysis from TODA was also used to analyse people's views on the song *Nipeni Maua Yangu* to see if their demands were met by the artist. This data triangulation was meant to see whether our linguistic analysis was in line with what is happening in the social interplanetary. Our analysis showed that the artist's arguments were rhetorically effective and that he succeeded in persuading his audience. The audience was touched by the artist's choice of words. Therefore, we argue that Logos, Ethos and Pathos were effectively used by the artist in this song and the arguments were set in a persuasive direction.

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# The Industrial Structural Production Characteristics of the Available Industries as an Integral Part for Industrial Development: The Case of Mwanza City, Tanzania

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## Abstract

Industrial structural production processes play a crucial role in urban development, fostering socio-economic progress at local, regional, and global levels. Mwanza city, with its advantageous geographical and socio-economic features, offers significant potential for industrial growth. This study investigates the structural production components that enhance productivity, innovation, and competitiveness in Mwanza's industrial sector. Key areas of focus include technology use, raw material sourcing, production types, markets, workforce size, and industrial income. Data were collected from 204 registered industries using a mixed methods case study approach. A computerized systematic random number generator was used to choose a sample of industries from ten industrial zones in Mwanza city, whereas the industrial managers and Mwanza city industrial registrar were selected purposively to provide the required data about structural characteristics of the industries. Data were collected using questionnaires, interviews, and documentary reviews, and thereafter analyzed and presented using both qualitative and quantitative methods. The results indicate that the industries in Mwanza city demonstrate the dynamics of the local industrial setting, characterized by the use of various technologies ranging from labour to capital intensive across the industries, also it was found that there is a reliance on both local and imported raw material sources, and the production of goods such as consumer, intermediate and export goods with the markets crossing from local to international sales. The markets access indicates opportunities and limitations for local sectors, while the evaluation of production capacities and labour force size underscores the need for strategic advancement. The figures on average number of employees and annual income reveal the economic potential of the industrial sector and the existing disparities in production scales within it, indicating that Mwanza city's industrial sector demonstrates considerable potential for innovation and advancement with regards to industrial production structural characteristics which provides the green lights for future industrial development compared to the current status. The study concludes that, as Tanzania progresses towards its Vision 2025 and the forthcoming Vision 2050 national development goals, it is imperative to comprehend and improve the industrial structural production characteristics including technology, raw material sourcing, production process, markets and sales, workforce size, and industrial income which form the base for industrial advancement and socio-economic development of the country. The study recommends that it is crucial to determine how these structural characteristics correspond to the national development goals and country's industrialization by providing practical pathways for policymakers and industrial owners on strategic and sustainable industrial production process. Through the analysis of the distinctive industrial setting in Mwanza, this study extends the knowledge of regional economic progress and provides the green light for stakeholders seeking to strengthen industrial expansion in Tanzania and other global countries with similar conditions like Tanzania.

**Keywords:** Industrial production structural characteristics, industrial production, industrial development, integral part, industries

## 1.0 INTRODUCTION

Mwanza City, situated on the banks of Lake Victoria, is a prominent economic heart in the Lake Zone region and Tanzania at large, marked by an expanding urban population and a growing industrial sector (Kaganga, 2023). In recent decades, Tanzania has adopted industrialisation as a fundamental element of its economic development plan, in accordance with national efforts focused on sustainable growth, poverty alleviation, and enhanced employment opportunities. This has triggered more establishment of industries with various production characteristics operating in various

urban areas of Tanzania including Mwanza City (Chrisant et al., 2024). Industrial structural production characteristics form the core and most important part of the industrial production process, which is described based on features such as the source of raw materials utilized, the scale of operations, the range of services or products offered, and the commodities produced (Scherngell & Barber, 2009). The industrial structural characteristics are studied to determine the production perspectives, future existence of industries, and their contribution to the development of the areas where they establish themselves, including employment, the availability of manufactured goods, and the purchase of local raw materials from the region (Mohapatra, 2021).

The scrutiny of industrial structural production characteristics yields outcome measures that demonstrate the impact of technical breakthroughs on industrial production processes, encompassing employment and productivity improvements to a certain degree; also, it aids in the overall progress of industries, thereby ensuring economic prosperity of the industry itself and to the area where it is found (Jongwanich, Kohpaiboon, & Obashi, 2022). Evaluating the structural features of an industry is a key part of judging its growth and development in terms of productivity and development. For this reason, industrial owners and managers always put an emphasis on improving technology, expanding production scales, attracting more capital investment, hiring more people, and making profits (Setiono, 2023).

When industrial structural production characteristics get better, it usually means that the industrial sector is growing and stable industries are starting up, and this means that the region is developing industrially (Ostensson, 2020). Furthermore, Akrani (2019) argues that developed countries in Europe and America have gathered significant admiration for their notable achievements in socio-economic growth and technological advancement which is largely attributed by their effective industrial establishments, careful planning, and proficient management of production processes attached to industrial structural characteristics. Akran (ibid) adds that the countries have demonstrated expertise in selecting appropriate technologies, sourcing raw materials, manufactured commodities, identifying target markets, optimizing industrial scales, managing workforce size, and generating substantial profits, income, and tax revenues.

Additionally, Porter (2007) strengthens that industrial structural production characteristics in developing countries have been closely followed by the industrial owners and the government because they provide the future track of industrial growth and development. The industrial sector in Tanzania has undergone different phases of development since the country gained independence in 1961; the stages include the initial period characterized by a fledgling and limited industrial base, followed by a state-led approach to import substitution industrialization. Following structural adjustment programs and policy reforms, the country experienced a period of deindustrialization accompanied with diverse industrial structural characteristics depending on the motivating drives of change in industrial production (URT, 2020)

The East African Community (EAC, 2020) report, titled "EAC-Vision 2050,"

indicates that there is a notable rise in manufacturing industries within urban areas. This development highlights the need for comprehensive research on appropriate industrial production characteristics, and the long-term feasibility of these industries. Baya & Jangu (2017) argue that Tanzania has initiated efforts to expand its industrial sector, perceiving it as an opportunity to facilitate the country's pursuit of attaining middle-income status; this statement acknowledges the role of industrialization in contributing to the economic advancement. From 2015 onwards, the fifth and sixth governments of the United Republic of Tanzania initiated a period of industrialization, resulting in the proliferation of enterprises across various cities and towns in Tanzania (URT & UNIDO, 2022). Mwanza City holds a key position as an urban area in Tanzania and has witnessed significant progress in its industrial domain (URT & UNIDO, 2022). Page (2020) asserts that the performance of industrial establishments in Tanzania has shown significant progress, indicating promising prospects for future industrialization. The rapid pace of urbanization and industrialization necessitates an examination of industrial structural characteristics and long-term viability of industrial production within Mwanza City.

The significance of evaluating the industrial structural production characteristics in Mwanza City is inevitable because of the proliferation of various industries, for instance Mwatex, Mwanza Steel, SIDO, Coca-Cola, Pepsi, Sayona, Omega Fish Industry, Prince Pharmaceuticals, and Vitanda manufacturing industries. This assessment is critical in order to understand the production efficiency and how they facilitate to the development of industries in the City including employment opportunities, paying of taxes, improvement of social services and transport infrastructures. Examining the industrial structural characteristics help to understand the roots of industries in terms of production profitability and anticipating the future persistence and development of industries and it is the base towards identifying the sustainable industrial growth and development in the region. Additionally, due to industrial structural characteristics which is yet to be studied specifically to the available industries in Mwanza City, less is known about it. Some researchers like Leichenko (2022) concentrate on how climate change influences the efficiency and innovation in urban industrial production. Chaplin & Smith (2023) examined how sustainability of industries enhances industrial production efficiency by centralizing resources, and positing that cities serve as incubators for novel production practices. Therefore, this study seeks to address the knowledge gap by examining the structural characteristics of industrial production within various industries in Mwanza City. The aim of this study is to give insights on how industries in Mwanza City operate in day-to-day production processes for industrial growth and development. Also, this study indicates the analysis of the relationship between the processing and manufacturing industries in terms of structural production characteristics in Mwanza City using the Chi-square testing technique.

## **2.0 EMPIRICAL LITERATURE REVIEW**

The existing literatures indicate the magnified industrial structural characteristics including but not limited to predominant types of technology utilized, sources of the

raw materials used, types of commodities manufactured and markets for the manufactured commodities, industrial scales of production and number of employees, as well as profits, income and tax payment (Porter, 2007).

India's industries use technology that demonstrates the prevalence of both labor-intensive and capital-intensive industries. It provides the confirmation that during the earliest phases of industries, labor-intensive technologies tend to prevail over capital-intensive technologies. Moreover, it is worth noting that developing countries often demonstrate a higher prevalence of labor-intensive technology in comparison to capital-intensive technologies in the industrial production process (Mohapatra, 2021).

The predominant technological practices applied by industries in Pakistan with regard to the utilization of capital-intensive versus labor-intensive methods indicate that the engagement of labor-intensive technology is highly utilized among the lower scale industries compared to capital intensive technology which is experienced in the larger scale industries (Porter, 2007). The studies indicate that the lower scale industries concentrate on producing consumer goods, catering primarily to the local markets while utilizing labour intensive technology and the scale of production within these industries is predominantly characterized with small operations (Miyogo, 1997). Additionally, Sugihara (2020) conducted a study on the industrial technology usage in small enterprises in Indonesia and observed that the manufacturing industries predominantly used rudimentary hand craft technologies in their production processes, hence constraining the potential for technology transfer; but the technology is improved as the capital and profits increase over time. Other industries have managed to grow up to the aspect of shifting to capital usage of technology due to development from lower scales to larger scales of industrial productions.

Hartwell (2017) puts that the presence of local raw materials, as opposed to the imported raw materials, had a substantial impact on the advancement of industries in different parts of Europe during the early stages of industrialization. However, as the raw materials run short in the countries in Europe, they started sourcing them from other countries. Regarding to industrial profits, it is pointed that the profitability of an industries is influenced by the size, which is defined by factors such as the amount of capital invested, the number of people employed, and the volume of production which actually have a great influence on industrial growth and development to the areas where they are being invested (Mazumdar & Sarkar, 2023). Usually, small-scale industries often require lower levels of capital investment and technological resources in comparison to their large-scale counterparts, which are capable of producing significantly higher volumes of goods. Large-scale industries often require a greater investment of money and employ more advanced technology compared to small-scale industries. Small scale industries under good management they grow to become large scale industries and contribute significantly towards development (Mazumdar & Sarkar, 2023). According to Song & Wu (2022) there has been a notable growth in small and medium size businesses in China. The country's large population, particularly

in urban areas, drives the growing demand for consumer products, which these industries focus on meeting. However, the production of intermediate and export goods seems to be comparatively increasing and consistent in time. Banik (2018) clarifies that the classification of sectors based on sizes of production varies across countries. Industries are classified into micro, small, medium, and large scale categories. Banik (ibid) further argues that the classification of countries such as the UK and USA is based on employment. In contrast, India, Pakistan, and Indonesia classify them based on investment in plant and machinery. Japan, Korea, and the Philippines classify them based on investment, employment, and sales turnover, finally, China categorizes them based on production and sales turnover.

Tamene's (2021) analysis of firm employment size suggests that large-scale enterprises tend to employ a larger workforce in comparison to micro, small, and medium-scale industries. The aforementioned phenomenon can be ascribed to the implementation of a diversified production process, characterized by an increased number of production units and systems for the provision of goods. Advani (2012) identifies a variation in tax payments among industries based on their sizes. Smaller industries pay lower taxes, while larger industries pay higher taxes. This discrepancy is determined by the level of goods produced within these industries and the amount of capital invested. Onyenyika & McCormick (2019) portray that Africa's industries are primarily characterized by a lack of advanced technology, skills, and capacity utilization. At the same time, the current state of industries in Africa is characterized by a significant reliance on much more primary commodity internal markets, which contribute approximately 80% of total export earnings. This reliance is an indication of a limited level of human resource development and scientific and technological capability, both of which pose significant barriers to the industrial sector's expansion.

McCormick (2018) portrays that there exist two distinct development patterns in industrial structures in terms of technological and innovations. The first aspect, referred to as the big breakthrough type, which involves countries such as India and Ireland that engage in the innovation of new technology products as a means to propel industry growth. For instance, India's notable rise in the software sector serves as a prime example of this phenomenon. The second aspect involves implementing a thorough incentive strategy, which entails allocating financial resources towards the advancement of industries, such as the United States of America, in order to facilitate the production of software and other essential industrial technologies which stimulate the persistent industrial growth and development. Onyenyika & McCormick (2019) examined the influence of industrial scales of production in Sub-Saharan Africa. The findings revealed that Africa exhibits a greater prevalence of small and medium-sized industries in comparison to large-scale industries. Nevertheless, a significant proportion of these small and medium-sized industries are characterized by the presence of low-skilled managers, lack of experience, and utilization of low technology in their production processes which consequently, adversely affect the overall performance of these industries.

Lopes (2020) adds that the significant obstacle persists for many industries in African countries as they have difficulties in accessing export markets, leading to a diminished level of commodities exported. Lopes (ibid) adds that, several countries in Kenya, and South Africa have made significant paces in improving the growth of their export markets for manufactured industrial goods. Nevertheless, it is important to acknowledge that these sectors are experiencing progressive growth, resulting in a rise in commodity exports. The fishing, mining, and flower industries demonstrate a comparatively greater performance, although with a smaller scale in small and medium-sized industrial sectors; these industries exhibit a higher level of establishment and supply to internal markets. Contemporary literatures on urban industrial structural characteristics emphasize the complicated interconnections among industry, urbanisation, sustainability, and policy, offering valuable insights for efficient urban planning and industrial development strategies. Authors such as Amin (2021) concentrates on the influence of COVID-19 and the dynamics on urban industrial production, also, highlighting the necessity for policies that foster fair access to industrial opportunities. Davis (2021) investigates the impact of global supply networks on local production attributes within the context of urban industrialisation, highlighting the necessity for cities to modify their industrial strategy in reaction to global economic transformations. These authors present varied viewpoints on the structural attributes of urban industrial production, emphasizing innovation, sustainability, community effects, and the influence of economic dynamics. Nevertheless, the dimensions of local urban industrial production, including technology types used, raw material sources, produced goods, markets, production scales, workforce size, and average annual income, remain unexplored. This underscores the need to investigate the structural characteristics of industrial production within Mwanza City as a crucial component for industrial growth and development.

### **3.0 MATERIALS AND METHODS**

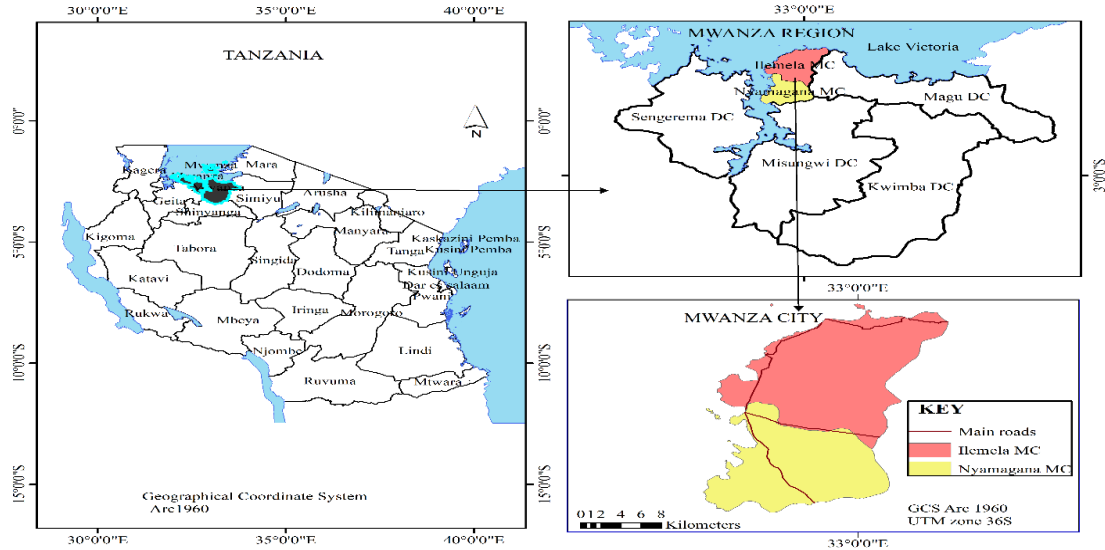
#### **3.1 The Profile of Study Area**

Mwanza City is located on the southern shores of Lake Victoria in Northwestern Tanzania. The region is located between the latitudes of 2°15'S and 2°45'S, and the longitudes of 32°45'E and 33°05'E. The area has an elevation of 1140 meters above sea level and encompasses approximately 1337 km<sup>2</sup>, of which 437 km<sup>2</sup>, or 32%, is classified as dry land, while the remaining 900 km<sup>2</sup>, or 68%, is covered by water (Chrisant et al., 2024 & Kaganga, 2023). Approximately 86.8 km<sup>2</sup> of the region is urbanized, while the remaining landscapes consist of gorges, agricultural plains, wooded areas, grasslands, and advancing rocky hill regions at the periphery of Mwanza City (MCCR, 2017). Mwanza City, including Nyamagana and Ilemela, was selected as the case study area because of its unique attributes, particularly the significant concentration of industrial initiatives, distinguishing it from other cities in the country. The city has rareness of recorded studies about the peculiarities of industrial production structural characteristics. The city experiences the rapid industrial oriented business expansion, prompting swift industrial practices and innovation, which need an

examination of the production characteristics of existing industries as a crucial component of industrial future persistence and development. The study area is seen in Figure 1.

**Figure 1**

*Map of the Study Area; Mwanza City; Nyamagana and Ilemela Districts*



## 1.2 Study Population

A survey was conducted in the offices of Mwanza City (Nyamagana and Ilemela districts) to access the existing industries in Mwanza City. The data on industries were sourced from the Regional Industrial Registrar, indicating the presence of 47 large-scale industries, 54 medium-scale industries, 465 small-scale industries, and 121 micro-scale industries. This totals 687 registered industries distributed across ten industrial zones within the Nyamagana and Ilemela districts (URT, 2020). But also, industrial managers and the regional industrial registrar formed part of the study population.

### 1.2 Sample Size and Sampling Procedures

The selected sample of industries was considered as cases for the survey part of this study to collect the data on the industrial structural characteristics as an essential part for industrial development in Mwanza City. Non-probability sampling; purposive sampling technique was used to determine the key informants namely industrial managers and Mwanza region industrial Registrar. The sample of 204 industries were established (see Equation 1) in the study area for in-depth investigation and analysis, which includes 32 large-scale industries, 35 medium-scale industries, 82 small-scale industries, and 55 micro-scale industries, as presented in Table 1.

**Table 1**

*Number of Industries in the Study Area and the Selected Sample*

NYAMAGANA	ILEMELA	Total (n)	Selected
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Large scale industries	34	Large scale industries	13	47	32
Medium scale industries	30	Medium scale industries	24	54	35
Small scale industries	233	Small scale industries	232	465	82
Micro-scale industries	54	Micro-scale industries	67	121	55
	<b>351</b>		<b>336</b>	<b>687</b>	<b>204</b>

The required sample (Table 1) from each district was determined using the formula by Yamine (1967) also cited by Kaganga, 2023 and Israel 1992 that:

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

In this formula, "n" represents the sample size, "N" represents the total number of industries, "1" represents the desired confidence level (95%), and "e" represents the level of precision. The sample size for industries was selected using systematic random sampling based on the n<sup>th</sup> term depending on the number of industries in their categories from the available list of industries in Mwanza City as suggested by Jared et al. (2002) whereas, a computerized scheme systematic random number generator was used to get the required Sample of 204 industries as in Table 1. Furthermore, the industries in Table 1 were categorized based on processing and manufacturing industries so as to enable testing of relationships regarding the structural production characteristics to the two groups. See Table 2.

**Table 2**

*Processing and Manufacturing Industries in Mwanza City*

Group	Sample	Percentages
Processing industries	143	70.1%
Manufacturing industries	61	29.9%

### 1.3 Data Collection, Analysis and Presentation

The data were analyzed through both qualitative and quantitative approaches to provide the information which were collected from the study area in Mwanza City on the urban industrial structural characteristics as an integral part for industrial development. Data organization and preparation was highly observed towards the process of analysing them; as Trochim & Donnelly (2007) argue that the process of data preparation and organization allow researchers to evaluate the various themes and sub-themes that arise from the data collected. According to Patton (2001) the process of data preparation and classification leads to the development of categories and themes that are corresponding with the research questions.

Qualitative data obtained from the study area were analyzed through contents analysis by creating themes and sub-themes and patterns followed by clear explanations to make sentences and paragraphs the urban industrial structural characteristics in Mwanza City. The researcher conducted an analysis of the replies pertaining to each topic and individual questions in a separate manner. As suggested by Trochim & Donnelly (2007), several topics and themes were identified for investigation. The

process of organizing data was devised and recorded in a structured database format that incorporates the diverse measures contained within the data. In order to supplement the recordings and aid the researcher in recalling situational aspects during analysis, field notes and memoranda were transcribed from the field diary. The quotations utilized in this study were carefully chosen from interviews and transcriptions in order to provide support for, or serve as illustrations of the themes that emerged. Recorded interviews were cleaned and transcribed into texts followed with critical interpretations with regard to the themes and sub-themes created regarding the urban industrial structural characteristics in Mwanza City.

The quantitative data collected from the industries in Mwanza City were cleaned, coded, verified for accuracy, and subsequently entered into the computer system for analysis. The IBM SPSS software version 23 was employed to analyse the quantitative data, producing frequencies and percentages, as recommended by Patton (2001) and Kaganga (2023). Additionally, Microsoft Excel was utilized to create graphs and charts. Additionally, the quantitative data analysis was done by descriptive statistics shown in form of numbers to indicate percentages of respondents, the rate of goods produced, taxes paid, income invested as well as the profits gained by industries in Mwanza City. Furthermore, the study Chi-square correlation analysis to examine the association between processing industries and manufacturing industries in terms of urban industrial structural characteristics in Mwanza City. This is according to Greenwood & Nikulin (2021) that Chi-square test is the best to determine whether a difference between observed and expected data is due to coincidence or a relationship between the variables under investigation. The industries in the study area were categorized into processing industries and manufacturing industries so as to test the relationships between the urban industrial structural characteristics in Mwanza City within processing and manufacturing industries. The Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ) were hypothesized as follows:

$H_0$ : There is no significance differences between processing industries and manufacturing industries in terms predominant type of technology utilized, sources of raw materials, types of manufactured commodities, markets for the goods produced, industrial scales of production, number of employees, and industrial income, profits earned and tax paid by industries in Mwanza City.

$H_a$ : There is significance differences between processing industries and manufacturing industries in terms predominant type of technology utilized, sources of raw materials, types of manufactured commodities, markets for the goods produced, industrial scales of production, number of employees, and industrial income, profits earned and tax paid by industries in Mwanza City. Therefore, Chi square analysis was used to test the relationship between the variables within processing and manufacturing industries, specifically in the predominant type of technology utilized, sources of raw materials, manufactured commodities and markets, industrial scales of production and number of employees, and profit, income and tax payment. The Hypothesis tested with

regard to the variables studied were as follows:

#### **Predominant type of technology utilized**

$H_o$  There is no significant differences between processing industries and manufacturing industries in terms of technological orientation used in Mwanza City

$H_a$  There is significant differences between processing industries and manufacturing industries in terms of technological orientation used in Mwanza City.

#### **Sources of raw materials**

$H_o$  The sources of raw materials for processing industries and manufacturing industries are not significantly different in Mwanza City

$H_a$  The sources of raw materials for processing industries and manufacturing industries are significantly different in Mwanza City

#### **Manufactured commodities**

$H_o$  There no significant difference in the types of commodities produced between processing industries and manufacturing industries in Mwanza City

$H_a$  There is significant difference in the types of commodities produced between processing industries and manufacturing industries in Mwanza City

#### **Markets for the goods produced**

$H_o$  The markets for the produced goods in both processing and manufacturing industries is not significantly different in Mwanza City

$H_a$  The markets for the produced goods in both processing and manufacturing industries is significantly different in Mwanza City

#### **Number of employees in industries**

$H_o$  The industrial number employees in processing and manufacturing industries are not significantly different in Mwanza City

$H_a$  The industrial number employees of processing and manufacturing industries are significantly different in Mwanza City

#### **Income for industries**

$H_o$  There is no significant difference on income for processing industries and manufacturing industries in Mwanza City

$H_a$  There is significant difference on income for processing industries and manufacturing industries in Mwanza City

## 2.0 RESULTS AND DISCUSSION

### 2.1 Predominant Types of Technology Utilized

The study found that the type of technology employed in an industry is an important aspect of industrial organization, and the technological orientation of an industrial enterprise influences, among other things, the scale of production and, hence, volume of output as well as the capacity to generate employment opportunity to the people. This study investigated further, the prevailing technology utilized by industries in Mwanza City, specifically the focus was on the use of capital-intensive or labor-intensive methods. This analysis explored the use of sophisticated machines against simple machines and manual tools in the manufacturing process. The present study also employed the market for manufactured items as a criterion for examining the prevailing kinds of predominant technology, as explained by industrial managers during interview sessions that:

“...the market for produced commodities can be used as a criterion for establishing the technological orientation of industries whereby labor-intensive industries are identified with the domestic (local) markets production and capital-intensive industries with export markets production...” (Industrial managers, 28<sup>th</sup> March, 2023).

Statistically, the urban industrial data in Mwanza City were categorized into two distinct groups; processing industries and manufacturing industries, as depicted in Table 3.

**Table 3**

*Predominant Types of Technology Used for Industries*

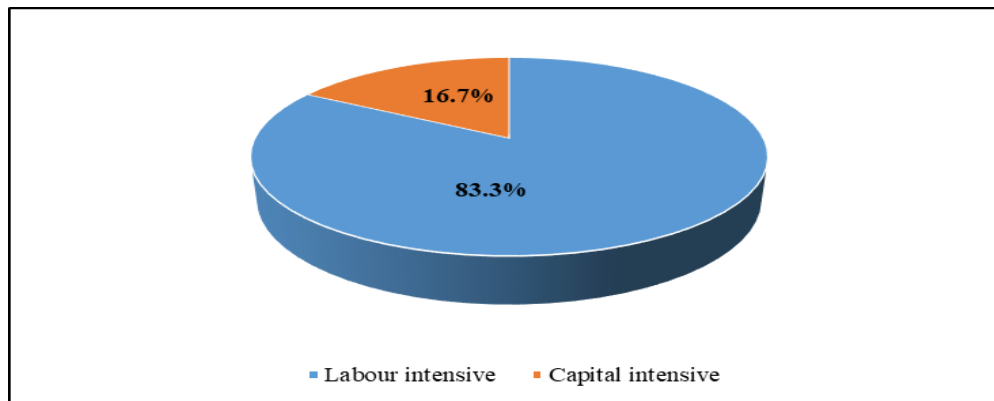
Group	Predominant technology used			
	Labour intensive	Percentage (%)	Capital intensive	Percentage (%)
Processing industries	120	(70.6)	23	(67.7)
Manufacturing industries	50	(29.4)	11	(32.3)
	<b>170</b>	<b>(83.3)</b>	<b>34</b>	<b>(16.7)</b>

*Key: Numbers in brackets are percentages*

Table 3 indicates the field data that 70.6 percent of processing industries were predominantly labor-intensive while 67.7 percent of the same industries were predominantly capital intensive. As for the case of manufacturing industries 29.4 percent were labor intensive while 32.3 percent were capital intensive oriented. The interpretation of this is that that 170 industries equals to 83.3 percent of all studied industries use labor intensive type of technology and 34 industries which is 16.7 percent use capital intensive type of technology. Therefore labour intensive technology predominates in industrial production process in Mwanza City as seen in Figure 2.

**Figure 2**

*Percentage Representation of the Predominant Technology Used*



The overall results in Figure 2 indicate that 170 industries which is 83.3 percent of all studied industries use labor intensive type of technology and 34 industries which is 16.7 percent use capital intensive type of technology in the whole process of goods production. This implies that; labour intensive technology seems to dominate in all the processing and manufacturing industries compared to capital intensive technology in Mwanza City's industrial technological orientation. There is a need of more emphasize on production innovation and improvement of capital intensive technology so as to boost the increase of industrial production which in turn will boost the industrial production and development. The findings align with the research conducted by Mohapatra (2021) regarding the prevalence of labor intensive and capital-intensive industries in India; who confirms that labor-intensive technologies tend to dominate over capital-intensive technologies at the initial stages. Also that developing countries typically exhibit a greater prevalence of labor-intensive technologies compared to capital-intensive technologies. Also, the results agrees with that of Sugihara (2020) which suggest that at the initial phases of industrial development, labor intensive technology tend to dominate over capital-intensive technology in industrial production within a given region. Furthermore, if the region manages to sustain its industrial activities over time, there is an observed increase in the utilization of capital-intensive technology. Additionally, that industrialization in Britain and Japan; at early stages, industrialization started with industries engaging in labour intensive much more than capital intensive

#### **4. 1.1 Hypothesis Testing on Predominant Types of Technology Utilized**

This study also aimed at testing the extent at which the apparent difference between the two categories of industries which are processing industries and manufacturing industries in terms of technological usage, are statistically significant or not. The findings of this study indicate that the proportion of processing industries that are predominantly labor intensive is higher than that of manufacturing industries. On the other hand, the proportion of processing industries that are predominantly capital

intensive is less than that of manufacturing industries as seen Figure 2.

The significance differences in the above findings was tested using normally computed chi-square which is a nonparametric technique test by considering the observed and expected data in the field. The null hypothesis ( $H_0$ ) tested was that, “there is no significant differences between processing industries and manufacturing industries in terms of technological orientation used in Mwanza City”. On the other hand, the alternative hypothesis ( $H_1$ ) was that “there is significant differences between processing industries and manufacturing industries in terms of technological orientation used in Mwanza City”. See table 4 for observed and expected frequencies for chi-square analysis.

**Table 4**

*Observed and Expected Frequencies of Predominant Technologies*

Group	Predominant types of technology used				Total
	Labour intensive		Capital intensive		
	Observed	Expected	Observed	Expected	
Processing industries	120	119.2	23	23.8	143
Manufacturing industries	50	50.8	11	10.2	61
<b>Total observed</b>	<b>170</b>		<b>34</b>		<b>204</b>

Table 4 indicates the observed frequencies and computed expected frequencies for the processing and manufacturing industries in Mwanza City in the aspect of technological utilization. Chi-square was used to test the null hypothesis by using the formula;

$$X^2 = \sum \frac{(obs - exp)^2}{exp}$$

Whereby,  $X^2$  = Chi-square;  $\sum$ = Summation;  $osb$  = Observed frequencies;  $exp$  = Expected frequencies. Expected frequencies were computed using the formula;

$$Exp = \frac{\text{Row marginal total} \times \text{Column marginal total}}{\text{Grand total}}$$

Hence, using the data above, chi-square was computed as follows:

$$\frac{(120 - 119.2)^2}{119.2} + \frac{(50 - 50.8)^2}{50.8} + \frac{(23 - 23.8)^2}{23.8} + \frac{(11 - 10.2)^2}{10.2} = 0.108$$

$$\text{Computed (df)} = (\text{Total Column} - 1) \times (\text{Total row} - 1) = (2 - 1) \times (2 - 1) = 1$$

The test was done at 0.05 significance level which is at 95% confidence level with the degree of freedom equals to 1; the critical value as 3.84 while the computed chi-square is 0.108 and the critical value was 3.84. The test indicates that the computed chi-square 0.108 is less than the critical value of chi-square which is 3.84; this brings the conclusion that there is no significant difference between processing and manufacturing industries in terms of type of technology used during production in Mwanza City. This

suggests that both industries likely use similar technological approaches and the difference in technological orientation is not statistically significant. Therefore, the results show that there is a great influence in the use of labor intensive kind of technology in industries in Mwanza City. Also that, the labor intensive technology is high in processing industries while in manufacturing industries capital intensive technology is higher than labor intensive. There is a need for improvement of technologies which use more capital intensive in order to boost the effectiveness in production as well as improvement of innovation, collaboration and exploring new industrial drivers to ensure a continued monitoring and development. The Government through Ministry of industries and Trade should support industries to move further more in new technological usage during production process to ensure a long term success of industries. The findings are in line with Sugihara's (2020) assertion that in a balanced industrial operations setting, labor-intensive technology tends to dominate the production process. Also, Setiono (2023) found that innovative technological usage always boosts the industrial production and development. The results differ from Gryshova et al. (2020), who found that industrial development cannot be driven exclusively by labour and capital technologies; labour and capital technology are important, but they are insufficient to sustain industrial advancement. It is emphasized that the social well-being, sustainable economic policies, industrial structure, and quality of life must all be taken into account.

#### 4.2 Sources of Raw Materials Utilized

This aspect was studied because the sources of raw materials utilized by urban industries in Mwanza City is another important attribute of industrial structural characteristics. As for the established groups of industries which are processing and manufacturing industries; the sources of raw materials were put into local area, other parts of Tanzania, and outside Tanzania (international) as in Table 5.

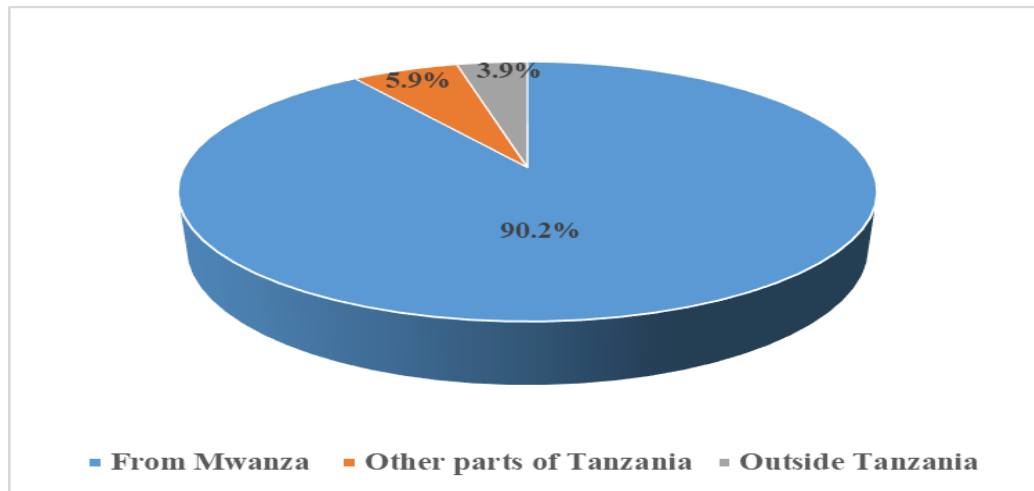
**Table 5**

*Sources of Raw Materials Utilized by Industries in Mwanza City*

Industrial group	Sources of raw materials					
	Local	Percentage (%)	Other parts of Tanzania	Percentage (%)	International	Percentages (%)
Processing industrie	132	92.3	8	5.6	3	2.1
Manufacturing industries	52	85.2	4	6.6	5	8.2
	<b>184</b>	<b>90.2</b>	<b>12</b>	<b>5.9</b>	<b>8</b>	<b>3.9</b>

Table 5 indicates that 92.3 percent of processing industries obtain their raw materials locally; while 5.6 percent obtain their raw materials from other parts of Tanzania and 2.1 percent obtain the raw materials from outside Tanzania (international). For the sources of raw materials in terms of manufacturing industries, 85.25 percent obtain them locally; that is in Mwanza City and its surrounding areas, while 6.6 percent from other parts of Tanzania, and 8.2 percent obtain their raw

materials from outside Tanzania (International). See Figure 3.



**Figure 3**

*Percentage Representation of Sources of Raw Materials Utilized*

Figure 3 shows the total of results that 90.2 percent of all establishments cross-examined obtained their raw materials locally, 5.9 percent from other parts of Tanzania while 3.9 percent of the establishments obtained their raw materials from outside Tanzania. This implies that Mwanza City is a good source of raw materials hence attracting more industries established in different parts within Nyamagana and Ilemela Districts

#### 4.2.1 Hypothesis Testing on the Sources of Raw Materials Utilized

Chi-square technique ( $X^2$ ) was used to test the differences in terms of sources of raw materials for industries usage in Mwanza City. The null hypothesis ( $H_0$ ) tested was that “the sources of raw materials for processing industries and manufacturing industries are not significantly different in Mwanza City” and the alternative hypothesis was that “the sources of raw materials for processing industries and manufacturing industries are significantly different in Mwanza City”. See Table 6

**Table 6**

*Observed and Expected Frequencies for Sources of Raw Materials*

Industrial group	Sources of raw materials						Total observed
	Local		Other parts -Tz		International		
	Obs	Exp	Obs	Exp	Obs	Exp	
Processing industries	132	128.9	8	8.4	3	5.6	143
Manufacturing industries	52	55.0	4	3.6	5	2.4	61

<b>Total Observed</b>	<b>184</b>	<b>12</b>	<b>8</b>	<b>204</b>
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Table 6 indicates the observed frequencies and expected frequencies for the sources of raw materials in both processing and manufacturing industries. Chi-square analysis was used to test the null that “sources of raw materials for processing industries and manufacturing industries are not significantly different in Mwanza City” The expected frequencies were computed using the formula:

$$\text{Exp} = \frac{\text{Row Marginal total} \times \text{Column Marginal total}}{\text{Grand Total}}$$

Whereas, the chi square was computed using the formula;  $\chi^2 = \sum \frac{(\text{obs} - \text{exp})^2}{\text{exp}}$

$$\chi^2 = \frac{(132-128.9)^2}{128.9} + \frac{(8-8.4)^2}{8.4} + \frac{(3-5.6)^2}{5.6} + \frac{(52-55.0)^2}{55.0} + \frac{(4-3.6)^2}{3.6} + \frac{(5-2.4)^2}{2.4} = 4.73$$

The test was conducted at a significance level of 0.05, with one degree of freedom. The critical chi-square value was 5.99, whereas the calculated chi-square was 4.73. Therefore, the computed chi-square is smaller than the critical chi-square value. Therefore, the conclusion is that the sources of raw materials for processing and manufacturing industries in Mwanza City are not significantly different; there is no strong statistical evidence which suggest the difference in sources of raw materials. The findings of the study indicate that the processing and manufacturing industries in Mwanza City primarily source their raw materials from local suppliers in close proximity to the study region. Less raw materials are obtained from other parts of Tanzania, and few are being imported; for example the electronic assembling industries. Therefore, there is a need for both processing and manufacturing industries to diversify raw material sources in order to ensure a continued supply chain of raw materials. The industries should collaborate on identifying the sources of raw material elsewhere beyond the local area which is Mwanza City. The presence of industries in the study area provides a favorable market for local producers of raw materials, resulting in economic advantages and development. Also, it was established from these findings that, in situations where largely local raw materials are utilized by industries in an area, the people of that area are likely to get incomes which may be used in the development of the given area. More reasonably is that there is local availability of raw materials needed in both processing and manufacturing industries in Mwanza City. This an opportunity for fast growth of industries in Mwanza City. The findings agree with that of Kolawole & Uzor (2018) that a survey of the usage of local raw materials in the industrial sector of Nigeria exhibited an upward trend throughout the years; to job creation and improved access to financial resources for local raw material producers. Furthermore, the results align with that of Hartwell (2017), who observed that the availability of domestic raw materials, as opposed to imported ones, played a significant role in driving industrial expansion in various regions of Europe during the initial phases of industrialization. Also, URT (2022) in the report by the then Minister of Finance and Planning; when presenting the National Development Plan and Budget

framework for the fiscal year 2020/2021 in the Parliament - Dodoma; that, the government is fostering the growth of a strong industrial sector through the attraction and establishment of industries that heavily rely on locally sourced raw materials.

### 4.3 Commodities Produced in Industries

The types of commodities produced by industries is a substantial industrial structural aspect that triggers industrial development Worldwide. This study adopted one of the approaches for studying industrial structure, from the point of view of the types of commodities produced which is the “export based approach”; making a difference between industries producing for the indigenous markets and those producing for the outdoor markets. It specifies that the basic industries are those which produce commodities for export while those which produce for the local markets are termed as non-basic industries; all these produce consumer goods, intermediate goods, and export goods. The industries were found in the study area and through interviews to the industrial managers, it was revealed that the types of commodities produced by industries in Mwanza are categorized as consumer goods, intermediate goods, and export goods as in Table 7.

**Table 7**

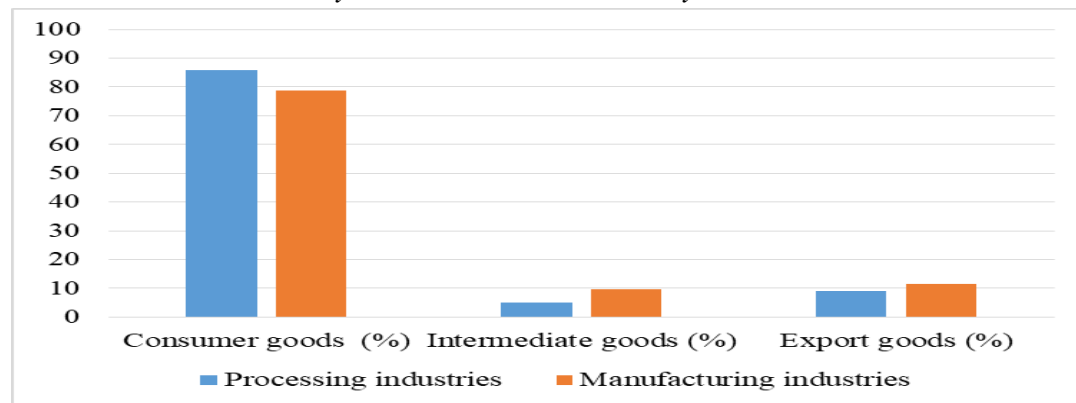
*Industrial Commodities Produced in Mwanza City*

<b>Types Commodities</b>						
<b>Industrial group</b>	<b>Consumer goods</b>	<b>Percentage (%)</b>	<b>Intermediate goods</b>	<b>Percentage (%)</b>	<b>Export good</b>	<b>Percentages (%)</b>
Processing industrie	123	86	7	4.9	13	9.1
Manufacturing industries	48	78.7	6	9.8	7	11.5
	<b>171</b>	<b>83.8%</b>	<b>13</b>	<b>6.4%</b>	<b>20</b>	<b>9.8%</b>

Table 7 indicates that processing industries produces 86 percent of consumable goods, while 4.9 percent are intermediate goods, and 9.1 percent are export goods. For the case of manufacturing industries, 78.7 percent produce consumer goods, while 9.8 percent produce intermediate goods, and 11.5 percent produce export oriented goods. In total, 83.8 percent of industries produce consumer goods, while 6.4 percent produce intermediate goods, and 9.8 percent produce export goods. The research results for this case of types of commodities manufactured by industries percentagewise, clearly indicate that consumer goods are produced highly for both processing and manufacturing industries among the types of goods produced by all establishments. See Figure 4.

**Figure 4**

*Commodities Produced by Industries in Mwanza City*



The findings in figure 4 reveal the distribution of commodities manufactured by industries in terms of percentages which clearly demonstrate that consumer products are prominently produced by both processing and manufacturing industries, encompassing a wide range of items across all establishments. The study established that some of the processing and manufacturing industries which are dealing with production of consumer goods sector are: textiles, grain milling, furniture and furniture assembly, bakery products, meat processing, honey processing, soap making, soft drinks soda -juice and water processing, yoghurt processing, and hard drinks-beer brewing. Additionally, the intermediate goods sector is less represented among the processing and manufacturing industries that were visited. It was revealed that these are the goods which are made during production process and are also used to produce other goods. Industries in this sector include wax processing, grain milling, fertilizers making, and wood products making. The export commodities sector is also represented especially among the manufacturing industries and processing industries including; steel manufacturing industries, Fish processing industries, pharmaceutical industries, beer processing, and gypsum making industries. Products are produced mainly for export; although some are sold within Tanzania as well. It was furthermore added that there might be a change of produced goods as the industry grows and the existing market needs available.

#### **4.3.2 Hypothesis Testing on Industrial Commodities Produced**

It was of interest for this study to test and conclude on the extent to which the apparent differences between processing industries and manufacturing industries, in terms of commodities produced, are statistically significant or not. Chi-square technique was used to determine this aspect. The null hypothesis ( $H_0$ ) that was tested states that “there no significant difference in the types of commodities produced between processing and manufacturing industries in Mwanza City” and the alternative hypothesis ( $H_1$ ) “there is significant difference in the types of commodities produced between processing and manufacturing industries in Mwanza City”. See Table 8.

**Table 8**

*Hypothesis Testing on Industrial Commodities Produced*

Industrial group	Types Commodities						Total observed
	Consumer goods		Intermediate goods		Export goods		
	Obs	Exp	Obs	Exp	Obs	Exp	
Processing industries	123	119.7	7	9.1	13	14.0	143
Manufacturing industries	48	51.1	6	3.9	7	5.9	61
	<b>171</b>		<b>13</b>		<b>20</b>		<b>204</b>

Key: *Obs* = Observed frequencies; *Exp* = Expected frequencies

Table 8 indicates the observed frequencies and expected frequencies for the industrial commodities produced in both processing and manufacturing industries in Mwanza City. Chi-square was used to test the null hypothesis that “there is no significant difference in the types of commodities produced between processing and manufacturing industries in Mwanza City”. The expected frequencies were calculated using the formula:

$$Exp = \frac{\text{Row Marginal total} \times \text{Column Marginal total}}{\text{Grand Total}}$$

Whereas, the chi square was computed using the formula;  $X^2 = \sum \frac{(obs-exp)^2}{exp}$

$$X^2 = \frac{(123-119.7)^2}{119.7} + \frac{(7-9.1)^2}{9.1} + \frac{(13-14)^2}{14} + \frac{(48-51.1)^2}{51.1} + \frac{(6-3.9)^2}{3.9} + \frac{(7-5.9)^2}{5.9} = 2.2$$

The test was conducted at a 0.05 confidence level with 2 degrees of freedom, resulting in a critical chi-square value of 5.99. Consequently, the computed chi-square value was 2.2, while the critical chi-square value was 5.99. Thus, the computed chi-square is less than the critical chi-square value, which makes the conclusion that there no significant difference in the types of commodities produced between processing and manufacturing industries in Mwanza City. This implies that the types of commodities produced by two industrial sectors are similar and the observed differences in data are not larger enough to be statistically significant. This indicates that both processing and manufacturing industries produced the consumer goods, intermediate goods, and export goods. The industries in Mwanza City produce mostly the consumer goods, followed by export goods, and lastly intermediate goods. Intermediate goods are produced less because their market isn't so high compared by the consumer goods which have higher market than all in this category. For industrial development, all three types of commodities can be sold as export goods when the market arises. The industries should promote innovative production of commodities and diversification of markets around the globe to support industrial development. Also, there should be sectoral specialization like focusing more on value added products for manufacturing industries while processing industries focusing on raw material refinery. The findings are consistent with Alekidis, Corominas, & Georgiadis's (2019) assertion that the competition between industries in the production of consumer goods is intensifying due

to the rising demand for such goods; consequently, more industries are producing more consumer goods than intermediate and export goods. Furthermore, they agree with Song & Wu (2022) that small and medium scale industries are growing in China and producing more consumer goods to meet the high demand from the country's high population in most urban areas; intermediate and export goods appear to be produced less comparatively, and in a consistent form.

#### 4.4 Markets for Produced Commodities

This was studied because it has an implication for the development of area of study and industrial sustainability as well. The idea was that for the proper development of Mwanza City, the industries should produce goods for local, both local and external, and export markets/sales. Through interviews to industrial planners, and industrial managers in Nyamagana and Ilemela Districts; about where do they sell the produced goods; they had it that:

“...the commodities produced within various industries are often distributed inside Mwanza and other regions of Tanzania. Additionally, certain goods are marketed both domestically and internationally, but others find exclusive markets beyond the borders of Tanzania, such as the fillet fish...” (Industrial Planners and Managers, 28<sup>th</sup> March, 2023).

It was furthermore added that;

“...there is satisfactorily local (area of study) markets of goods produced for the local markets and investments for foreign markets made by local industrial product producers...” (Industrial Planners and Managers, 28<sup>th</sup> March, 2023).

Therefore, the markets for the manufactured goods in this study was categorized into three categories namely local, external, and both local and external. See Table 9.

**Table 9**

*Industrial Commodities' Markets*

Industrial group	Markets for Commodities					
	Local	Percentage (%)	External	Percentage (%)	Both local and external	Percentages (%)
Processing industries	118	82.5	8	5.6	17	11.9
Manufacturing industries	42	68.9	5	8.3	14	22.9
	<b>160</b>	<b>78.4</b>	<b>13</b>	<b>6.4</b>	<b>31</b>	<b>15.2</b>

Table 9 depicts that 82.5 percent of all processing industries produce for the local markets, while 5.6 percent of the industries yield for the external markets, and 11.9 percent yield for both external and local markets in Mwanza City. Concerning with manufacturing industries, 68.9 percent produce for the local markets, 8.3 percent for the external markets, while as for both local and external markets were 22.9 percent of

all manufacturing industries in Mwanza City.

Data from the field shows that both processing and manufacturing industries all together produce the goods for the markets as seen in Figure 5.

**Figure 5**

*Markets for Industrial Produced Commodities*

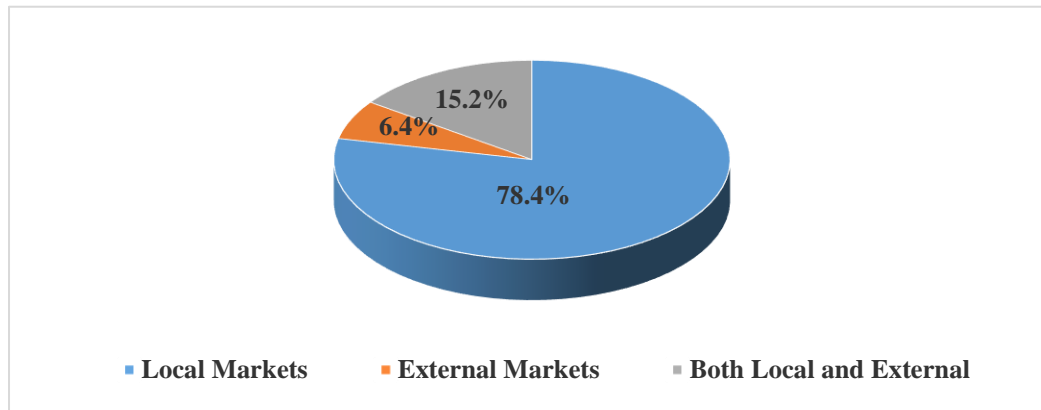


Figure 5 shows the general industrial markets of the produced goods whereby, 78.4 percent of the industries in the study area produce for the local markets, 6.4 percent produce the products for the external markets, and 15.2 percent of industries produce for both local and external markets. Local markets seem to excel in all the industries, followed by both local and external markets, and lastly being external markets. Most of industries function at a small scale which makes them to produce mainly for the local markets, for example, meat processing, yoghurt processing, furniture manufacturing, honey processing, juice processing, grain milling, bakery, and so on. The results show that some of the manufacturers interviewed produced solely for the external markets. This was particularly the case with processing and manufacturing industries such as fish fillet, grain milling, fertilizers making, and wood products. This can be partly explained in terms of the need for extra markets for more profits. However, it was established that some industries sold their products in both within and external markets. Industries in this group included, fish processing, textiles, steel manufacturing, water and juice making, plastic materials manufacturing, beer and soda processing, saw milling, furniture and so on. In conclusion, it has been determined that industries offer commodities to any market whenever there is a need for such products.

#### **4.4.1 Hypothesis Testing on Markets for Produced Commodities**

This was done to test the statistical differences in terms of markets for the produced commodities from processing and manufacturing industries in Mwanza City. This was done to justify the most common markets for the produced commodities because it is one of the strong gears towards development of the area through access to the needed goods and sustainability of industries as well. The null hypothesis ( $H_0$ ) tested was that

“the markets for the produced goods in both processing and manufacturing industries is not significantly different in Mwanza City”. The alternative hypothesis (H<sub>1</sub>) was that “the markets for the produced goods in both processing and manufacturing industries is significantly different in Mwanza City”. See Table 10.

**Table 10**

*Hypothesis Testing on Markets for Produced Commodities*

Industrial group	Markets for Commodities						Total Observed
	Local		External		Both local and externa		
	Obs	Exp	Obs	Exp	Obs	Exp	
Processing industries	118	112.2	8	9.1	17	21.7	<b>143</b>
Manufacturing industries	42	47.8	5	3.9	14	9.3	<b>61</b>
	<b>160</b>		<b>13</b>		<b>31</b>		<b>204</b>

Key: Obs = Observed frequencies; Exp = Expected frequencies

Table 10 indicates the frequencies observed and expected for the processing industries and manufacturing industries in terms of markets for the produced commodities in Mwanza City. The calculated chi-

$$\chi^2 = \sum \frac{(obs - exp)^2}{exp}$$

$$X^2 = \frac{(118-112.2)^2}{112.2} + \frac{(8-9.1)^2}{9.1} + \frac{(17-21.7)^2}{21.7} + \frac{(42-47.8)^2}{47.8} + \frac{(5-3.9)^2}{3.9} + \frac{(14-9.3)^2}{9.3} = 4.8$$

The test indicated that the computed chi-square was 4.8 and at 0.05 significance level with the degree of freedom equals to 2; the critical value for chi-square was 5.99. Therefore, the computed chi-square 4.8 was less than the critical value of chi-square 5.99; hence the conclusion is that the null hypothesis is accepted that the markets for the produced goods in both processing and manufacturing industries are not significantly different in Mwanza City. This means that both processing and manufacturing industries produce goods mainly for local markets (See Figure 5). At the same time produced goods are also sold to external markets, but other industries sell the commodities to both local and external markets; hence there is no statistical difference between processing and manufacturing industries in terms of the markets for the produced goods. In general, local markets provide a superior performance across various industries, followed by a combination of local and external markets, and external markets exhibiting the lowest level of performance. Therefore, in order to enhance industrial development there should be market expansion and diversification for both processing and manufacturing industries so as to reduce a large dependence for local markets. It was established that there are no constraints on a specific market for the produced goods because industries sell the produced goods anytime to any market which appears to have the need at any moment. The results coincide with Alemayehu (2022) that as matter of fact, 95 percent of goods utilized in Africa are imported, consequently, the export rate is very low ranging from 5 percent to 20 percent. The majority of industries primarily manufacture goods for domestic

consumption. According to Oramah's (2022) study on export diversification in Africa, it is observed that the commodities manufactured in Africa primarily cater to domestic markets, particularly those produced by small-scale industries. Approximately 60 percent of these products are sold within the countries of their origin. Consequently, there arises a necessity for Africa to pursue export diversification. The findings also concurs with Lopes (2020) that numerous African countries continue to face challenges in accessing export markets, resulting to a low rate of exportation for their goods. In addition to the above-mentioned perspective, Page (2019) posits that a significant proportion of industries in Africa primarily satisfy to domestic demand due to the relatively lower competitiveness of their commodities in international markets. However, fishing, mining, and flowering industries exhibit stronger performance, though with a smaller manifestation compared to other small and medium-sized industrial sectors, which demonstrate a relatively higher level of establishment and supply to internal markets.

#### 4.5 Average Number of Employees

Number of employees was studied because it is among the determining factor for industrial production and development of industries and the study area. The average number of employees in category of industries varied from microscale to large scale industries as in Table 11.

**Table 11**

*Average Number of Employees in Industries*

Industrial scale of production	Sample	Number of employees per each industry	Average total employees	Percentage (%)
Micro scale industries	55	12	660	5.9
Small scale industries	82	23	1,886	16.9
Medium scale industries	35	78	2,730	24.6
Large scale industries	32	182	5,824	52.6
	<b>204</b>		<b>11,100</b>	

The results in Table 11 show the average number of employees for the studied industries, that microscale industries employ about 660 employees which is equal to 5.9 percent of all employees. Small scale industries employ about 1,886 workers which is equal to 16.9 percent for all industrial employees. For the case of medium scale industries, about 2,730 are being employed which is equal to 24.6 percent of all employees. Lastly, large scale industries employed about 5,824 employees which is equal to 52.6 percent of all industrial workers in Mwanza City. Therefore, the number of employees increase as the industry expand in terms of size; the smaller the size of industry the lesser the employees and vice-versa. The interpretation is that across small-scale industries, the mean number of employees falls below the minimum threshold of 50 employees for that particular category. This is attributed to the objective of cost reduction and the pursuit of higher profitability and income. Similarly, within medium-

scale industries, it appears that the number of employees falls short of the prescribed threshold for this category, which is set at 100 employees. The rationale behind this decision is rooted in the objective of maximizing profitability through the reduction of production costs. The number of employees in both microscale and large-scale industries appears to align with the prescribed norms for their respective industry groupings which is less than 50 employees and above 100 employees respectively. For the case the established groups which are processing and manufacturing industries; the average number of employees were as in Table 12.

**Table 12**

*Average Number of Employees in Industries*

Industrial group	Number of employees							
	Micro scale	Number and %	Small scale	Number and (%)	Medium scale	Number and (%)	Large scale	Number and (%)
Processing industries	53	486 (73.6%)	53	1224 (64.9%)	26	1987 (72.8%)	18	4280 (73.5%)
Manufacturing industries	2	174 (26.4%)	29	662 (35.1%)	9	743 (27.2%)	14	1544 (26.5%)
	<b>55</b>	<b>660</b>	<b>82</b>	<b>1,886</b>	<b>35</b>	<b>2,730</b>	<b>32</b>	<b>5,824</b>

Table 12 indicates the average number of employees in industries; that is for microscale industries 73.6 percent and 26.4 percent are employed in processing and manufacturing industries respectively. At the same time, for small scale industries 64.9 percent and 35.1 percent are employed in processing and manufacturing industries respectively. Additionally, in medium scale industries 72.8 percent are employed in processing industries while 27.2 percent are employed in manufacturing industries. Lastly, for large scale industries 73.5 percent are employed in processing industries while 26.5 percent are employed in manufacturing industries.

**4.5.1 Hypothesis Testing on Number of Employees in Industries**

The Chi-square test was used to examine the statistical difference in the number of employees between the categories of industries. The null hypothesis (Ho) was that "the number of employees in processing and manufacturing industries in Mwanza City is not significantly different." The alternative hypothesis (Ha) was that the number of employees in Mwanza's processing and manufacturing industries differ substantially. See Table 13.

**Table 13**

*Hypothesis Testing on Number of Employees in Industries*

Industrial group	Average Number of employees								Total Obs
	Micro Obs	Exp	Small Obs	Exp	Medium Obs	Exp	Large Obs	Exp	
Processing industries	486	474.3	1224	1355.4	1987	1961.9	4280	4185.4	7977
Manufacturing industries	174	185.7	662	530.6	743	768.1	1544	1638.6	3123
	<b>660</b>		<b>1,886</b>		<b>2,730</b>		<b>5,824</b>		<b>11,100</b>

Key: Obs = Observed frequencies; Exp = Expected frequencies

Table 13 presents the observed and expected frequencies pertaining to the processing industries and manufacturing sectors, specifically in relation to the average number of employees in the city of Mwanza. The chi-square value  $\chi^2 = \sum \frac{(obs - exp)^2}{exp}$  was determined using the following formula:

$$\chi^2 = \frac{(486-474.3)^2}{474.3} + \frac{(1224-1355.4)^2}{1355.4} + \frac{(1987-1961.9)^2}{1961.9} + \frac{(4280-4185.4)^2}{4185.4} + \frac{(174-185.7)^2}{185.7} + \frac{(662-530.6)^2}{530.6} + \frac{(743-768.1)^2}{768.1} + \frac{(1544-1638.6)^2}{1638.6} = 55.05$$

The result of the computation is that the Chi-square value was 55.05; and with the degree of freedom of 3 and a significance level of 0.05, the critical value for chi-square was found to be 7.81. So, the null hypothesis is rejected in favor of the alternative hypothesis because the calculated chi-square value of 55.05 is greater than the critical chi-square value of 7.81. This indicates that there is significant relationship between the processing and manufacturing industries with regard to number of employees which suggests that the type of industry (processing vs manufacturing) influences the number of employees, potentially indicating different labour demands as per the industrial business scales of production. The average number of workers in the processing and manufacturing firms in Mwanza City is statistically different from each other. In this study therefore, this observation is a strong proof that the number of workers in industries varies significantly. Furthermore, this implies that, despite the factor that large scale industries are few in number but they appear to employ more employees than other types of industries, followed by medium scale industries, then small scale industries and lastly microscale industries; and this confirms with the industrial categorization with respect to number of employees. It is imperative therefore, that in order to achieve industrial development, the Government should attract more companies to invest in industrial establishment which in turn would increase the number of employees which brings economic development of the people and industries. The findings agree with Khan (2018) that diverse sectors in different provinces in Pakistan provide job prospects with a varying number of individuals work in microscale, small scale, medium scale, and large scale industries. Banik (2018)

observed that each category exhibits variations in the number of employees. Tamene (2021) puts that there is a contention that large-scale enterprises have a tendency to hire a greater number of people compared to micro, small, and medium-scale industries. Blease et al. (2022) report that industries in the United States align its workforce with the profits generated and the growth of the industrial sector; it is seen that larger-scale firms tend to employ a greater number of employees in comparison to smaller-scale industries.

#### 4.6 Average Annual Income of Industries

This is one of the urban industrial structural characteristics which is important in the aspect of socio-economic development within the area of study and the country in general. In this study the average income was examined to identify the average amount of income which the industries in Mwanza City are investing in each industrial category of micro scale, small scale, medium scale and large scale industries as indicated in Table 14.

**Table 14**

*Average Annual Income of Industries*

<b>Industrial scale of production</b>	<b>Sample</b>	<b>Average income (Tshs)</b>
Micro scale industries	55	3 - 5 million
Small scale industries	82	6 -50 million
Medium scale industries	35	60 -700 million
Large scale industries	32	800 -1,200 million

The data presented in Table 14 shows that the average income of microscale industries ranges from Tshs 3 million to 5 million. In the context of small scale enterprises, the range of average income falls within the bracket of 4 million to 50 million. For the case of medium scale industries, the average income is between 60 million to 700 million. Lastly, for large scale industries the average income is between 800 million to 1,200 million. The implication of the results is that the income increases with respect to the type of industries; hence the small the scale, the less the income and the opposite is true. That is to say that in microscale scale industries; income is less compared to small scale, medium scale and large scale industries. The findings align with Agyapong (2020) in Ghana, that urban areas have a greater number of small firms compared to large industries which generate lower profits and hence pay less tax to the government. Moreover, the analysis indicates that in accordance with the established standards in Ghana, there is a general tendency for income, profit, and taxes to increase simultaneously. Furthermore, Aziz et al. (2019) posit that there exists a relationship between income and development of industries.

#### 4.6.1 Average Annual Income Invested by Processing and Manufacturing Industries

In order to ascertain the average income invested, industries were classified into processing and manufacturing sectors. The average income invested in each category of industries is presented in Table 15.

**Table 15**

*Average Annual Income of Industries*

Industrial group	Average Annual income in Million Tshs							
	Micro scale	Average income	Small scale	Average income	Medium scale	Average income	Large scale	Average income
Processing industries	53	2.2 mil	78	30.7 mil	28	300.8 mil	24	900.2 mil
Manufacturing industries	2	5.4 mil	4	50.6 mil	7	700.3 mil	8	1,200.3 mil
	<b>55</b>		<b>82</b>		<b>35</b>		<b>32</b>	

Table 15 presents the mean income figures for the various industries operating within Mwanza City. The data indicate that in the context of processing industries, the micro scale exhibits an average income of Tshs 2.2 million, the small scale reveals an average income of 30.7 million, the medium scale showcases an average income of 300.8 million, and the large scale presents an average income of 900.2 million. Furthermore, in the context of manufacturing sectors, the income generated by microscale industries amounts to 5.4 million, while small-scale industries 50.6 million. Medium-scale industries, on the other hand, invest a total income of 700.3 million, and large-scale industries invest a significantly higher income of 1,200.3 million.

#### 4.6.2 Hypothesis Testing on Average Income in Processing and Manufacturing Industries

The statistical difference in average annual income across the various kinds of industries was investigated using the Chi-square test. "The average annual income in processing and manufacturing industries in Mwanza City is not significantly different," was the null hypothesis (Ho), while the alternative hypothesis (Ha) was that there is significant differences between the average annual income in the processing and manufacturing sectors in Mwanza. See Table 16 below.

**Table 16**

*Hypothesis Testing on Average Income of Industries (in Million Tshs)*

Industrial group	Average income								Total Obs
	Micro		Small		Medium		Large		
	Obs	Exp	Obs	Exp	Obs	Exp	Obs	Exp	
Processing industries	2.2	2.9	30.7	31.4	300.8	387.1	900.2	812.3	<b>1233.9</b>
Manufacturing industries	5.4	4.7	50.6	49.9	700.3	613.5	1,200.3	1287.9	<b>1956.6</b>

7.6	81.3	1001.1	2100.5	3190.9
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Key: *Obs* = Observed frequencies; *Exp* = Expected frequencies

Table 16 presents the observed average income and expected average income for the processing and manufacturing industries in Mwanza City. The values were utilized in the computation of the Chi-square as in the formula:

$$\chi^2 = \sum \frac{(obs - exp)^2}{exp}$$

$$\begin{aligned} \chi^2 = & \frac{(2.2-2.9)^2}{2.9} + \frac{(30.7-31.4)^2}{31.4} + \frac{(300.8-387.1)^2}{387.1} + \frac{(900.2-812.3)^2}{812.3} + \frac{(5.4-4.7)^2}{4.7} + \\ & \frac{(50.6-49.9)^2}{49.9} + \frac{(700.3-613.9)^2}{613.9} + \frac{(1200.3-1287.9)^2}{1287.9} = 46.7 \end{aligned}$$

The result of the computation shows that, the chi-square value was 46.7; with a degree of freedom of 3 and a significance level of 0.05, the critical value for chi-square was 7.81. With this regard then, the null hypothesis is rejected in favor of the alternative hypothesis because the chi-square value of 46.7 is greater than the critical chi-square value of 7.81, and it indicates that the average income in Mwanza's processing and manufacturing industries differs significantly from one another. That is to say, there is a statistical significant relationship between processing and manufacturing industries with regard to the average annual income invested. The investment in processing and manufacturing industries in Mwanza City doesn't occur independently but rather impact on each other. The interpretation of the findings is that as the invested income increases, the type of industries changes. Usually, the smaller the industries the smaller the income, and the larger the industry, the larger the invested income. The disparities in income between industries is attributed by their respective types. That is to say, smaller industries often exhibit lower average yearly incomes in comparison to larger sectors, which enjoy higher average incomes owing to increased production capacities and broader commercial horizons. It is suggested that in order to boost the industrial development, there should be friendly policies which encourages the mutual growth in income investment and development as well as diversification of production processes to include more machinery assembly and production. This aligns with the categorization of businesses based on income as outlined by URT (2017) in Tanzania; which indicates that industries are divided into four distinct groups based on their income investment. Micro industries are defined as industries with income investment below Tshs 5 million. Small-scale industries, on the other hand, are characterized by income ranging from Tshs 5 million to Tshs 200 million. Medium-scale industries, in contrast, are distinguished by income exceeding Tshs 200 million but not exceeding Tshs 800 million. Lastly, large-scale industries are industries with income exceeding Tshs 800 million. The results are also consistent with the findings of Sunday (2021)

that industries in Nigeria are classified based on the amount of capital invested. Smaller industries typically have an income ranging from 60,000 to 500,000 Naira. According to Sunday (ibid), industries in the United States are also classified based on their income. Deb (2020) posits that industries exhibit differentiation based on their annual income, which varies significantly between industrial groups.

## **2.0 CONCLUSIONS AND RECOMMENDATIONS**

The study explains critical insights into the dynamics of the industrial structural production characteristics by emphasizing the numerous technologies utilized across the industries, the dependence on local and imported raw material sources, and the range of goods manufactured. The market access research reveals potential and constraints for local industries, while the assessment of production scales and workforce size highlights the necessity for strategic development. The statistics on average annual income illustrate the economic potential of the industrial sector and the existing discrepancies within it. Mwanza City's industrial sector exhibits significant potential for expansion and innovation; yet, it encounters challenges that must be resolved to fully harness its possibilities. The study recommends for the promotion of technology adoption by urging companies to embrace new technologies via training programs, subsidies, and collaborations with technology providers to promote productivity and competitiveness. Diversification of raw material sources is essential by fostering local supply chains and aiding local farmers and suppliers to guarantee a consistent supply of raw materials. Enhancement of market access by executing activities that promote entry into both domestic and foreign markets, encompassing trade agreements, marketing assistance, and involvement in trade exhibitions to display local products. Furthermore, bolstering workforce development through investments in vocational training and skill enhancement programs specifically designed to meet the requirements of local industry, alongside fostering collaborations between educational institutions and industries to address the skills gap. Furthermore, there should be a promotion of sustainable practices by advocating for industrial methods that reduce environmental impact and enhance resource efficiency, along with the provision of incentives for the adoption of green technologies, which can yield long-term advantages for both the economy and the environment. Ultimately, cultivating public-private partnerships by enhancing collaboration between government and private sector entities is essential for establishing a favorable environment for industrial growth. This involves optimizing regulatory processes to bolster industrial production capabilities, thereby promoting economic progress and elevating the overall quality of life for residents at local, regional, national, and global scales.

## **3.0 ACKNOWLEDGEMENTS**

Sincere gratitude is extended to various persons and organizations who contributed to the study's success, particularly St. Augustine University of Tanzania, and the Open University of Tanzania who provided the required resources and support throughout the

research process. Also, we thank the industrial leaders in Mwanza City for freely sharing of their ideas and experiences, as well as willingness to participate in interviews and discussions, which considerably enhanced the research findings and provided a practical perspective on the industrial scene. Thank you for your consistent support and opinion in the value of this study.

#### 4.0 COMPETING INTERESTS

The authors assert that they haven't any competing interests concerning the publication of this paper.

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## BOOK REVIEW

Title:

***Natural Resources Management: A New Observation for Sustainable Development***

by Emmanuel Chrisant

First published: 2016

Reprinted: 2017

Publisher: Bagoka Publishing Company Limited, Sokoni Street Mwanza, Tanzania

ISBN 978-9987-9518-9-9

*Natural Resources Management: A New Observation for Sustainable Development* is a Geography book written by Emmanuel Chrisant in 2016. In it, Chrisant seeks to provide an ideal reference and guide for university students specializing in Geography, more specifically those who study Natural Resources Management and Environment. Chrisant is an Assistant Lecturer in the Department of Geography at St. Augustine University of Tanzania and is currently the Head of Department of Geography.

*Natural Resources Management* provides vivid evidence and relevant facts across its pages, meeting the standards of investigative and scientific research. The evidence and facts are adduced from a review of existing literature in the field of Natural Resources Management and Environment. The book is organized into seven chapters, each tackling a specific topic. Titles and sub-titles are appropriately used to aid the good flow of ideas in the book, thus making the book stimulating to read.

Chapter One deals with the principles and approaches to natural resources management. The approaches discussed include economic, administrative, pedagogical, legal, institutional and ecosystem. The author describes the ecological principles of natural resources management, such as the landscape, disturbance, species, and time and place principles.

The author gives a comprehensive definition of the concept of resource utilization in Chapter Two. He argues that sustainable resources utilization is all about the resource use process that bears within it elements of perpetual aspects of the same resources. He reiterates that the reckless or unsustainable use of resources by the present generation denies the future generation the right to use the same resources.

Chapter Three discusses in detail the main environmental challenges facing the developing countries. These include increased food insecurity, biodiversity depletion, and urbanization. Chrisant analyses critically some environmental conservation strategies in Tanzania, such as environmental awareness campaigns through media institutions (radio, TV), introducing the issues of environmental and resources conservation in the education curriculum/learning programmes and courses covered by higher institutions, and establishing of diverse community-based organizations (CBOs) and several Non-Governmental Organizations (NGOs) concerned with natural resource management.

In Chapter Four, Chrisant examines how wildlife resources should be utilized and managed. He believes that community-based programmes are the best recourse for sustainable wildlife utilization. In his view, this approach may accrue many advantages for Tanzania, such as improved livelihood and increased food security, improvement

of pharmaceutical products. Medicine and ecological value are two areas of particular benefits emphasized in the chapter.

Chapter Five is concerned with conflicts over natural resources. The author describes four types of natural resource use conflicts, namely interest-oriented conflicts, value-oriented conflicts, cognitive-oriented conflicts, and behavioural-oriented conflicts. The book identifies the causes of natural resource use conflicts, including population growth, unequal distribution of land, tribalism and change of political parties. The author discusses in detail the natural resource use conflict in Simanjiro (Tanzania) as a case study.

In Chapter Six, Chrisant explores Integrated Natural Resources Management (INRM) and concept of Protected Areas Management. He defines INRM as a process of making a group, community, place or organization aware and able to participate in a particular aspect of natural resource management. The goals of Integrated Natural Resources Management are as follows: maintaining the health of our ecosystem, creating energies and new efficiencies from all resources, and working together.

Chapter Seven is concerned with natural resources management policies and practices. In this chapter, the author describes property rights regimes and natural resources management, such as Public Property Rights Regime, Private Property Rights Regime, Common Property Rights Regime and State Management Regime, Local Management Regime, Private Management Regime, and Community Management Regime, respectively. This chapter also examines the Basel Convention and Ramsa Convention on Wetlands Conservation, and the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).

*Natural Resources Management* offers detailed information on how to manage natural resources for present and future generations. I recommend the book to be accessible not only to university students specializing in Geography, as its primary target, but also to all people in the world at large, since matters of natural resources concern people from all walks of life. The texts empowers any reader with the requisite knowledge to better use and manage different natural resources in their communities.

**CITATION:** Chrisant, E. (2016). *Natural Resources Management: A New Observation for Sustainable Development*. Sokoni Street Mwanza, Tanzania: Bagoka Publishing Company Limited.

## SELECTED POEMS OF THE 2017 SAUT WRITING COMPETITION

### See You

by Benjamin Simon

See you when you see me,  
Miss you when you miss me.  
Call you when you call me  
Love you when you love me.  
But also:  
Ignore you when you ignore me.

Loving you, like a blind, I almost got lost.  
I stopped loving myself, my friends;  
I stopped loving the things I loved,  
I stood by you, no matter the situation,  
Just to embrace you;  
I overdid for you  
It's consuming, losing almost everything.

In loving you, I gained nothing,  
But wasted time and a broken heart:  
Cheating, treating me too ordinarily,  
How much water could quench your thirst!

Still, I found myself a sheep; mad,  
Numb; pretending; not being offended;  
Being sorry for you, too understanding,  
Thinking that your mistakes were beautiful,  
But really, a murderer.

Maybe, I had nobody else to love,  
Maybe, I wanted you to love me back,  
May be, one day it could make sense.  
Instead, penalized me for loving you.

Not my heart, now I let my mind speak;  
Reality strikes, brings me to my real sense.  
Today is the day I stop loving you;  
Not all birds are meant to be caged.  
Now, I let you go: Go, my dear.

Though my heart is painfully bleeding,  
I wonder; how long will it feel this way!  
I imagine time heals almost everything.  
This will one day be a distant memory.

If the time comes when you come back  
And you see me loving someone else,  
Just know that it took me much courage  
To love again after being through with you.  
Meanwhile, you'll be too late.

I don't believe in destiny and *meant-to-be's*;  
Only our choices influence our life nature.  
Thank you for the memories you gave me;  
I'm sorry for all the times I hurt you;  
I walk my talk; see you, my dear.

**Things I Want to Tell You**

by Ondieki Kelvin George

A  
desire I have is to give you something special  
**Be-**  
-yond unimaginable sorrow's own joy and hope's very fears. Your  
**See-**  
-nt stained to my sheets, and the  
**De-**  
-lightful aroma wanting it to perpetually linger in my nose  
**E-**  
-nough to scorch, but never close enough to set fire.  
**Eff-**  
-ort, I want your greatest, I want your best. I'll be your  
**Ja-**  
-mes, hold the door, invite you in and offer you a cup of coffee, but I know my  
**H-**  
-eart hurts, I know pain and heartbreak and solitude;  
**I**  
know these are mine.  
**Jay!**  
Gently but firmly I want to hold you with no absolute intention to let go, understood? But its O-  
**-Kay!**  
To wait for the love, you deserve, I'll take the stairs because  
**El-**  
-evators scare me. I don't wanna get stuck and trapped, been there so meet me at the top and  
**Em-**  
-brace me more cozily. I want it – you make me feel like home  
**En-**  
-d your anxious silence!  
**Oh!**  
And dissolve this ache I've felt before I  
**Pee-**  
-l off, yet  
**Q-**  
-uench my thirst, I'm glad you didn't fall in love with  
**Arr-**  
-rogant young me, but rather the new person I'd become,  
**Es-**  
-pecially how we surpassed all the circumstances that came our way as a  
**Tea-**  
-m and how we handled it. All of it. Now  
**You**  
hold within you a universe of beauty and light. Re-  
**-Vea**  
led by how you carry yourself. With no doubt I want you under my  
**X-**  
-mas tree.  
**Why!**  
Because I'm filled with so much  
**Zea-**  
-l for life.

**Ooh September! A Lament**

by Winnie Kasakulilo, Sarah Mgya & Margaret George

Oh September! the month of Events.  
With great force you arrived.  
Just on the first day  
You made the Heavens crazy.  
You nearly made me blind  
With your solar eclipse.  
Though I looked at the sun  
You spared my retina,  
And I became proud.

I made you angry with my pride  
And you planned for another attack  
To finish up my folks and neighbours  
Living in Kagera, more especially Bukoba.  
With no cares in the world,  
You brought that disaster.  
Took away their properties,  
And even their lives.  
You could have waited  
At least for October to invade.  
I'm now hopeless  
With nowhere to go.

Ooh September!  
Why don't you just stop it?  
You've tortured us enough  
With that disaster you brought.  
I don't sleep at peace,  
Only thinking of you.  
You let your Friend cultivate my land  
Without plough nor hoe, digs up everything,  
Even my shelter.  
Where should I hide?  
It digs even trees,  
Rejecting me from my shadow.  
I'm now alone, hopeless and homeless,  
Where should I go?  
I can't run anymore!  
Just eat me up.  
If you think it is fair.

Ooh September!  
What do you still want?  
Bringing us another eclipse?  
Raising the ocean tides,  
Without caring about people's cries.  
Look! See the awful disaster you brought,  
Everybody in tears now.  
Their cries can be heard everywhere.  
Ooh! September, just stop.

*Written to commemorate the Solar Eclipse 1st September 2016, the Earthquake 10<sup>th</sup>  
the Lunar Eclipse 16<sup>th</sup>*

**Epilogue**

*by Ngungi Daniel Mkumbo*

Am tired.  
Have come to my father's place  
To lie down  
To put my body to rest

At his feet,  
Am hugged and caressed;  
Basking in his speeches  
In my crimson dress.

Come all whom yonder;  
Come and get a rest.  
Come all whom ponder  
Come and get blessed.

At my father's  
You won't get chased;  
My sisters' and brothers'  
Final resting place.

**All in Life**

*by Josephat Angelina*

Life is a gift we know, so freely provided but ours is the choice to forget  
Given by grace not upon choice to the bearer;  
Lost within its vast jungle of our own ideas of living,  
I hold that life has everything within it and not without.  
Like multiple choices, solutions to the questions, all in the same page  
The task that we are left with is to pick the best that fits.  
Funny the questions come with but answers come from the same  
Questions from what we do, answers hidden within our daily rituals.

With the sun each day we rise, yet when it's darkest in life we forget we are to break dawn.  
More often than not clouds linger, covering the surface from the bright.  
The best would be gaze upon the rays of light that fearlessly maintain their shine,  
And as the orange beauty sleeps, it's best to recall that the black covers are soon to come;  
With them comes quiet and still, on it there are the stars and moon.  
It's only in the dark where the stars dance with grace;  
If I concentrate on the hope, there will always be beauty around.

In the next room there is picking, winnowing, grinding, blending, cutting, peeling, washing;  
We await today's special from the kitchen, aroma rises filling our senses with the zest to taste,  
Taste the sweet from the steaming pots, the sweat of long hours of groundwork;  
We pick, we cut, we filter, grind, wash, peel, blend as we go about life,  
Sad that we are more of spectators to ourselves than we are ready to enter the working grounds;  
Eagerly waiting to be handed the best, from the sweat of an anonymous cook.  
It is in the efforts that the results are formed;  
It is to the brave that fortune hands the dish of luck and rewards.

What a spiteful friend fear is!  
Ready to accompany closely at all times, silently crushing each moment that hope presents.  
From a mother a child is born, falling, bruising; fearlessly taking each step with grace.  
In the name of growth, we hold fear closer until the baby inside is no more;  
All that is left is the phobia, and the grown man within the self.  
We battle our foes from outside but from inside we keep safe:  
Raindrop drop top, thunder strike nonstop.  
Awaken the vigour we need most,  
Through the peaks and lows of days untold  
May the soul be willing to get up and go;  
In the face of simplest unadorned life's affairs  
Answers are solemnly at full display.

## Selected Short Stories from the 2017 SAUT Writing Competition

### Back Along the Same Path

by Benjamin Simon

Dear Isack,

I have received the information from your messenger that you are admitted at Bugisi Hospital, and that you are gravely ill. I am saddened to hear that kidney failure is threatening to take your life, for which reason you are asking me to donate one of my kidneys to save your life. I find it sad and ironic that you may die soon if I do not save your life. I'm really sorry for this predicament in which you find yourself, my son Isack. I understand things have not been great between you and I. Yet, I do not wish to lose you, my lovely son. There is but one powerful truth about time: *it changes*. I am slightly shocked by your request. Isack, what has made you to turn back to me after all these years! Do you now recognize me as your biological mother! Have you forgiven me!

Anyway, I write to tell you a lot, my son, that I feel your messenger may not be able to narrate to you as well as I wish. I must tell you all about what I remember, feel and think. I decided to write this letter for the messenger to take it and read it to you, no matter how sick you are. If you are too sick to read it, I hope your wife, friend or the doctor will read it to you. By the time this letter gets to your hands, I shall have gone away from your life, and maybe this time forever. It is ironic that my first letter to you will also be the last one. This is for the good of both of us, my son, for I swore to tell you this before I die. I am sorry, it took me long, so long, to make up my mind.

My son, love is a dream world we live in until it is shattered by reality. I had a dream that I would love you forever. However, reality has taught me to realize and accept that you never belonged in my life. It does no matter that I gave birth to you, raised you and loved you, my son. I never imagined it would end this way. I never even got a chance to share my heart with you before things fell apart. When I was with you, I had nothing much to say except argue and criticise you, my son. Now after many years of loneliness, with no one to talk to, I write this letter just so I can tell you what is in my heart.

My son, the scared intelligent scholars act unintelligently. I remember your words just after graduating with your first degree from SAUT. You said, *"Don't call me your son as I won't recognize you as my mother again. Just yesterday my grandmother told me the truth that before I was born, you wished and attempted to abort me. You attempted to terminate me from your womb and if not for my grandmother's efforts, I would not have been born. I would not be Isack today. You are a murderer, killer, and for that I swear not to forgive you. I'm now neither your son nor any other relative. Therefore, live your own life as I do mine."* Dumbfounded, I did not know what to say to you at the time. Later, I recall, bitterly weeping alone. It pained me to hear those words. Yet, I was glad that you were finally aware of my attempt to exterminate you before you were born. I was during my loneliest and most painful moment that I reached out to you: *"My son, if the time comes when you remember me and come back, just know that I'm always there for you. However, my son, if you come back and I ignore you, just know that it took me too much courage to be through for you."* What your grandmother told you was true. I do not blame her for revealing the truth at the time. Even if I did, it is inconsequential since she is no longer with us. I do wish nonetheless I could have

told you this truth myself. Perhaps you would have noticed the pain in me and forgiven me my son.

Isack, just like I did for you, my mother put me through school. Just like you, my son, I too wished to study hard and become somebody in town; with a good house, car and special food at all times. It is because I had to bear you that I had to cut my studies short. There is a reason I contemplated abortion at the time I discovered I was with child. See, your conception had been imposed on me and I was young, my boy. It had happened one day in your father's room. I was home studying with a classmate of mine in form two, preparing for the exams. When I would not allow him to play with me, he forced himself on me. I wanted to speak up immediately but he convinced me we could both be expelled from school. A few days later, I learned I was pregnant. I informed your father about the pregnancy. Isack, your father rejected you even before you were born. Soon, when the news of my pregnancy broke out, I was expelled from school. Interestingly, for some reason, your father, the rapist, progressed with his studies.

Expelled, I was walking home from school when the main idea abortion hit me. I really wished to continue with my studies and there was no way out for me at the time. Some friends of mine procured a means and opportunity to try the abortion. I do not recall what happened under those circumstances, but all I remember is I found myself admitted to hospital. I was told I had almost died. The next morning, I woke up to the face of my mother crying bitterly beside the hospital bed. She had received the news that I was pregnant and had tried to abort. Since I had already been let go from school, she took me home.

My son, behind every self-made person is blood, sweat and tears. With the help of my mother, I carried my pregnancy under several hardships for my father had died years earlier. Your father never ever reached out to me, to know how I was doing. I bore and raised you in hardships. I had hoped that one day, when you would be old enough, you would give me rest. Since I had cut my studies short, I tried to give you the best education I could afford. In my mind, your education would be the only means for us to get out of poverty.

My son, it was my hand hoe that sent you to school. I often dipped my bare hands in hot irons and sharp stones in factories just to afford your school fees. Like a bat, I never slept thinking of your fees, Isack. My hand hoe made you great, and you became an elephant. You chose to bump me off. You acquired riches in town and bought yourself a good house, many cars, ate and drank whatever you wished. I heard from your friends that married a very beautiful modern woman who gave you three beautiful children. Marriage is a serious business only if it adds value to your self-worth. But my son, remember, only plain women know about love; the beautiful ones are too busy being fascinating. I also know that you built your in-laws a bungalow, bought them a Mercedes Benz. That was commendable, my son. You are truly caring to your kin. Unfortunately, for me, I remained poor. But I am proud I made you the great man that you became. I am grateful that my dream to give you the life I never got came true.

I am still poor and I am used to this kind of life, my son. I am ageing. My hands can no longer handle the old hoe. I can no longer bear the touch of hot irons and sharp stones. My eyes can hardly see far. My legs can only carry me short distances. My mind no longer thinks of the future. My hut leaks in water whenever it rains; probably, the tins

are now rotten. I hardly eat or drink, Isack. I am only thankful to be alive. As you lie on that bed, I feel you need to know I too am sick of life.

To expect the best, prepare for the worst. My son, the day you insulted, ignored and left me after learning I had attempted to abort you marked a new page in my life. Worse than the previous. I got married to a man who divorced me later, for I failed to bear him a child. As it turned out, the pills I had taken in my botched abortion had damaged my reproductive system. My womb could no longer keep a child. Perhaps if I had borne more children, I would not be crying after you, Isack.

Did you know, son, that there are women who have successfully aborted more than three times! Why am I vilified in your eyes, my son? Aren't you alive, Isack? I have never forgotten that day you chased me away from your family, claiming that I'm not your mother. I learned that your wife, children and friends wished to see me. You told them I was an impostor, that your mother had died long ago. I wonder if your wife, children, in-laws and even friends know why you left me?

Isack, I'm shocked that the people with whom you ate and drank in town are not willing to give you a kidney. Even your wife! Are they ready to let the world abort you now, my son! My poor child! My son, health is wealth. A rich man is just a poor man with money. I gave you education so that you can keep yourself healthy. I think you could have used this education at least to differentiate between good and bad. You could afford to eat and drink healthy. My son, in the swing of the pendulum, when a forward movement loses impetus, there is nowhere to go but back along the same path. What has made you lose impetus, my son!

The funniest people are the saddest ones. Isack, what has made you turn back? Do you now recognize me as your mother? Has your mother come back to life, now that you need her kidney to save your life? Have you forgiven me, Isack, or you are just adding an insult to an injury? My son, while trust is replaced by fear, love is replaced by need. My poor boy, I would give you one of my kidneys, without batting an eye. Unfortunately, now I have only one kidney. The poor nutrition, unsafe drinking water, shocks and stress here in the village already took away one of my kidneys. I had to sell my only plot to pay for medical operation. Lucky for you, life is meaningless to me now. I would gladly lose it to save you. However, with their professional code of ethics, the doctors here say they cannot intentionally take my life, even if it means saving that of my son who I truly love. My son, if a kidney transplant is your biggest concern right now, I pray you find what you need. I hope those around you will be kind enough to save your life since I cannot afford or bear to see you at this difficult time of your life.

I have to stop writing now. I am getting carried away. If only I could see you once. It is not my wish that you die. I hope you survive and be present in the lives of your children. But it will be difficult for me to cope without knowing you are alive even if you do not wish to see me or have me in your life. It is time to say goodbye now.

Your mother, Ng'washi.

## **You are Clever!**

by Sebahene Frank Amon

Alfayo lived in Nyamiaga with his parents. His mother was a nurse and his father was a soldier. He went to Mumiterama Primary School and was doing very well in his studies. Alfayo had an ambition to become a medical doctor. Mathematics, Science, and English Language were his favourite subjects. Whenever he visited hospital with his mom for treatment and check-ups, he would point to the doctors in their white coats and say, 'Mom, I am a medical doctor to be!' 'Wow! That is really amazing. Keep up your dream', his mom would say. His mom would remind him of the saying in his vernacular 'Nizibhika zal'aamagi!' meaning 'Cocks that crow were once eggs!'

Alfayo studied hard. He always listened to his teachers. He respected everybody as well as his parents and teachers. He also helped his parents with home duties. He was a typical good boy. During school holidays, he would visit his grandparents who lived not far from their home. He would help them with *shamba* work like weeding, sowing seeds and applying fertilizers. He also helped them with work at home.

Alfayo completed his primary education and was selected to join a community secondary school. He liked his new school and the teachers there loved him. He was among the best students in class. He never missed class unless he was ill. He did all his class work and assignments. He enjoyed reading and would discuss his lessons with his group. In his first final examination, he had an average of 89%.

When Alfayo was in his second year of secondary education, his father was transferred to work at a camp far away. It was an emergency working station in a part of the country that had received lots of refugees from a neighbouring country, which had had protracted civil war. The refugee influx had been so high that the government had been forced to put up a security camp at the border to safeguard its citizens. The army officers helped the police and local and international aid workers to place refugees in their new camps and ensure they lived peacefully and received basic needs.

So, Alfayo stayed alone with his mother at home. The family could not shift together because Alfayo's father would work in the operation camp for an unknown duration. Alfayo continued with his studies. His father would come home once every six months and stay for a short time. That same year, Alfayo's mother, a nurse midwife, was transferred to a village far from his school. The family agreed that Alfayo would go stay with his grandparents. It would not be possible for him to stay at the operation camp with his father. The parents considered their son's a top priority. The parents promised to support him and his grandparents who cared for their son.

In his second year of secondary education, Alfayo's academic progress started going down. He did skipped classes regularly and sometimes tried to make money by hawking various items. He had learned the trade from his peers. He hardly made time to revise his lessons. As the days went by, Alfayo's academic performance dwindled. Most of his teachers were disconcerted by his poor achievement. His grades had dropped from

an average of A to C and D. Alfayo's class teacher, who was his best friend, noticed he was not concentrating in class and had become truant. The teachers had lost patience with Alfayo. They punished him often for being late to school and for shirking his academic duties.

News soon reached Alfayo's parents and they were shocked. They wondered what had gone wrong with their son. Alfayo's father was too preoccupied with work. Whenever he came home for a short break, he hardly spent enough time to assess his son's school work. Meanwhile, Alfayo's mother was the only nurse midwife in the village where she worked. She received many pregnant women at her dispensary daily. She hardly had time to visit Alfayo. Whenever she visited and had time to review Alfayo's work, she would castigate him for not working hard.

Alfayo's friends had started some entrepreneurship gigs in the neighbourhood. Out of school, he enjoyed spending time with them. They introduced him to one man who had a pool table. Alfayo would collect money from all those who played pool at Sky Giraffe Pub, a famous pub near his home. He made some money and soon would enjoy having his own cash. He would tell his friends that his parents were far away working, that they never supported him and his grandparents well; so he had to make money for himself and to support his grandparents.

That year, Alfayo was among the students who failed the annual examinations. One day while in town, he met his father's friend, a doctor in a hospital near his home. Dr. Ngochele was eager to know how Alfayo was doing at school. Alfayo was adamant to speak. He thought it would be shameful to lie that he was doing well. So, when Dr. Ngochele pressed him, Alfayo admitted that he was failing at school.

Dr. Ngochele had known Alfayo's family for quite some time. He knew Alfayo to be a quick study and excellent pupil. In fact, everyone who knew Alfayo could see he was a very intelligent and a hard-working boy. All had been proud of Alfayo. Dr. Ngochele was concerned. He was keen to know exactly what had gone wrong with Alfayo's life. He soon would discover a lot about his friend's son. Alfayo explained everything concerning his life at his grandparents and how he had ended up with peers engaged in entrepreneurial activities. He also narrated how teachers often punished him for failing but never advised him on how to improve his grades.

Alfayo further admitted that he often skipped school. "I often report late to school in the morning because I have chores to do at my grandparents," He said his teachers considered him a ill-disciplined boy, and had taken little interest in him since his performance dropped. "I think they hate me," Alfayo surmised.

Dr. Ngochele invited Alfayo to his house. He promised to host Alfayo until his parents' return. Alfayo thought of the freedom he had enjoyed at his grandparents. He had abused that freedom too much. It was time to get back to books. At his grandparents', he went to school as he wished. The aged grandparents would occasionally ask if he

had reported in school, and he would often lie without facing any consequences. They never checked his exercise books.

Dr. Ngochele proceeded to trace the reasons for Alfayo's poor performance. He then asked Alfayo to suggest ways to help him improve. Alfayo recalled why he always performed well in the past. He kept a perfect attendance record and completed assignments in time. He reported early to school in the morning and left school at the appropriate time. "Let me tell you something I know about you, Alfayo," said Dr. Ngochele, "I know you are clever. You can do very well if you make effort." Alfayo retorted that, should his parents agreed with the arrangement, he would love to stay with Dr. Ngochele.

That afternoon, Dr. Ngochele phoned Alfayo's parents who agreed that their son could stay with Dr. Ngochele's family. Alfayo's parents hoped that his performance at school would improve again. It was Saturday. Alfayo had to prepare himself to leave the next day for Dr. Ngochele's house. He would resume school on Monday.

Monday morning, Dr. Ngochele took Alfayo to school. He went directly to the headmaster's office. Since Dr. Ngochele was in a hurry, he briefly informed the headmaster that he was from then the acting guardian for Alfayo. He asked the headmaster to constantly provide updates on Alfayo's academic progress.

Later that day, at home, Dr. Ngochele helped Alfayo to prepare a schedule for his studies after school. He advised Alfayo to revise every day after dinner. Dr. Ngochele's wife provided Alfayo with a reading desk in his bedroom. Dr. Ngochele and his wife constantly encouraged Alfayo to do better in his studies. Alfayo was finally relieved and happy to have his life back on track.

Every day after school, Alfayo helped with the house chores in the doctor's house. In his first examination after moving to Dr. Ngochele's, Alfayo registered some improvement in his performance. The teachers also began to observe some improvements in Alfayo's academic progress and behaviour. He attended classes as required. He seemed more confident and curious to learn. The teachers became his friends again. They enjoyed helping him as well as much as the other hard-working students.

The headmaster kept Dr. Ngochele abreast on Alfayo's academic progress. Dr. Ngochele was very pleased with his improvements. "We made a wise decision to act as Alfayo's guardians," said the doctor to his wife. Both Dr. Ngochele and his wife were keen to help Alfayo excel in his studies. They listened and took time to talk to him. Soon, Alfayo was among the best academic scorers again. He also helped other students regularly at school to learn. One day, he made a presentation on tuberculosis, the causes, treatment and prevention. His Biology teacher, Mrs. Lyimo, was very impressed with his mastery of the subject.

In the final national examinations, Alfayo scored first class. Dr. Ngochele and Alfayo's parents were thrilled by his performance. He was selected to join Remela High School, one of the best schools in the country. Alfayo was elated. He thanked Dr. Ngochele and his wife for their immense help toward his success as he walked away to join a new stage in his academic journey.

## **The Not Killed Corpse**

*by Haruni Alexander*

### **Dawn of the Cockroach Rulers**

“It is a god-send we are killed, but we can see other corpses are more killed, because the fire that he spat out was burning low, and it killed slowly, but of course, we are almost dead,” Katinta sadistically glorified the heavens. “Fuck all, we can’t die like this!” Mariba replied. It was in mid-winter in 1999 when all the rulers from all great lands on the Southern planet of Ukwiza summoned a meeting to discuss how to kill without death. They took two weeks, day and night, to decide on the best tactic to kill without death. “All we want is peace in the coming century, and peace can only be attained by killing the cockroaches that are tarrying us, without making them die,” they agreed. “Next year will be our year and not theirs.”

The discussion was heated. The rulers wanted to make a deliberate move to transform the ruling system all over Ukwiza to differentiate the 20<sup>th</sup> and 21<sup>st</sup> centuries. They spent much of their time on this project, although they also struggled to liberate the Northern planet called Lighters. Lighters was the most advanced planet; a few years earlier, it had been the first to develop special jets that could fly fast across planets. Compared to other planets, Lighters was far advanced economically, politically, culturally and technologically. The jets, named INVISIBLE 19-20c, were gigantic. It took them a single day to reach and land on the Southern planet.

The rulers of the Northern planet despised Ukwiza planet. They often lamented that, in Ukwiza, the inhabitants spent much of their lifetime making love, committing theft, and being ruled by selfish people. As one reporter from Lighters’ once said, “In Ukwiza though the sun shone above the heads, instead of brightening, it only darkened the land because people of Ukwiza are pure black like black mambas. The filth and ignorance in Ukwiza are so thick that they inhibit the sun’s rays from hitting the ground. Actually, this is the darkest planet I have ever seen.” “There is nothing to see here,” continued the reporter, “and the noises of people making love and the smell of blood are so distinct. I think these people are killing themselves.”

After a long debate, the rulers reached consensus. There shall be killing, but no death will be observed. In one of the large provinces in Eastern Ukwiza, Tazanie, the ruler promised to be the first to switch on the initiative of killing his cockroaches. Cockroaches were typically the downtrodden creatures; but always stubborn and hungry. Like insecticides, the fire of extermination would spray away their existence from history.

### **New Millennium under Ghufu, the Law Giver**

Omwaka Omwaka (A year, a year)

Eeh Omwaka gubhanzile (Eeh a year began)

Mulungu bha bose akujiwe (God of all be praised)

Eeh akujiwe (eeh be praised)

Bhabha Ghufu akujiwe (Father Ghufu be praised)  
Eeh akujiwe na Tazanie yise (eeh be praised and our province)

It was the norm for people of Tazanie to celebrate the new year with songs of praise to God. Katinta was the sole expert tuner for every song sung during such local festivals. The 21<sup>st</sup> century began with low moments for the cockroaches. The killing had begun and they were oblivious of it. First breaking news on social media and social networks was the banning of rights of freedom of speech and freedom of assembly. “If we can make them not speak,” the rulers had reasoned, “that will be a great achievement because even corpses do not speak; and those who have no room to speak can’t be stubborn.”

Ghufu, the cockroach leader, was in his infancy years as a Tazanie ruler. Right from the start of his reigns, he had demonstrated a deep desire to transform the province’s economy. He wanted to make Tazanie an ideal region compared to other provinces in Eastern zone of, if not the entire, Ukwiza. But he faced a huge challenge. The problem was not that his desire was unattainable, but, it seems, the cockroaches did not understand his vision.

“Spare their life, but they must be killed,” Ghufu ordered the ministers.

“Forget business as usual. For more than 50 years, these cockroaches have behaved as if they are not part of this province. Were they not given so many rooms to walk in and out, to exist and to do whatever they wanted? It’s over. They must be killed. Did I say corpses are silent? Oh yes, I said, so, if we can make them silent, then, what else will stand in the way of our mission? I am aware of the vagrancy in the previous system. But for now they should forget being valley-girls. Shut their mouths up, and if they remain calm, yet murmuring in their holes, put all of them behind bars. For now, where is the constitution?”

“It’s you, our highness,” The ministers answered in one tone as if they were legends in a church choir.

“In the constitution there is law. Where is the law?”

“It’s you, our highness.”

“Every law in the constitution is made through various processes. Who is responsible for making the law?”

“It’s you, our highness.”

“If there is the same answer to every question, then why waste time discussing the application of the law? You better hit the road now. But remember *balongo twimanye hanyama* (Longo people should know each other in meat).”

The voice of Ghufu had been audible to all cockroaches. The voice wanted all the cockroaches killed. Soon, cries were heard everywhere. Mouths were shut. Only Ghufu and his followers had the right of speech. Strangely, some cockroaches tried to use their hearts to speak. Once discovered, prison became their home for many of them. Days

went by. The economy deteriorated. No money. Some banks refused to give loans to cockroaches. To add insult to injury, drought season crept into the land of Tazanie. No food to eat even for surplus. Cockroaches spoke through their hearts. They said they could see visions, that their great ruler would die before the year to ended.

‘NO CHANGER, THE UNCHALLENGEABLE RULER’ read the inscription on the wallpaper in Ghufu’s resting room.

### **The Lowesi Golden Shower**

A decade passed. The new millennium had come. One fateful day, the head of the cockroaches had challenged the system and was defeated severely. This cockroach leader was Lowesi. Lowesi and Ghufu had lived together before they became opposed leaders. After witnessing many injustices in the house of Ghufu, Lowesi ran away and joined another royal family. Rulers of Tazanie came from either one of two big families, Chidema or Sisema. Unfortunately, the family of Chidema had never had the chance to rule Tazanie, although it had great influence in the land. Being from the Chidema family, Lowesi had been expected to rule one day. So, on this one occasion, he tried to clutch the reins of power. He was showered with great support from almost all the cockroaches in the province. They were tired of their miserable lives under Ghufu, who had promised streams of flowing grace for decades only to deliver death.

Lowesi’s name spread like wild fire throughout the province. Some spiritual guides even proclaimed that Lowesi was god’s chosen leader of Tazanie. In those days, Ghufu trembled with fear when he heard of Lowesi’s fame. He could hardly sleep a wink without thinking about Lowesi. He issued orders to the army to punish all the cockroaches who supported Lowesi. “If they refuse to tore the line, they should be eliminated, killed.” Few cockroaches were brave enough to face Ghufu those days. Many of these paid the ultimate price. That was the year Lowesi managed to shake the absolute powers of the ruler of Tazanie province.

## **Lima the Weirdo**

*by Imakulata Arnold*

My grandpa once told me, many years ago there was a boy called Lima. He lived with his parents up in the hills of Marangu Mountains in a village no one really cared about. It seemed as if Lima's family was the only one living there. Students at school called him weirdo because Lima did not come from where they came from. Besides, he always looked shabby because, coming from the hills every day, having to go up and down steep slopes, it was hard to keep his uniform clean by the time he got to school. And he always carried a five litre gallon of water, a *panga* and a sack for a school bag. These items helped to secure his long walks to and from school. The water was for drinking and the *panga* for cutting down obstacles on his way.

None of the other kids at Lima's school lived like him. Most of them hailed from the slopes of mountains, always nearer to the school than Lima. For this reason, to them, Lima was the abnormal one. Lima found it hard to belong with his classmates. Most of his peers preferred to stay away from the weirdo. I wish to leave this place, Lima often thought, to go far away, to move from being weirdo to cool kid. He always felt alone in a class full of his peers.

"Oh My Gosh! Lima, why are you so dirty?" asked Mrs. Dona. "Where did you sleep? This is unacceptable, look around you, it's all mud and grass, don't you know how to use the bathroom?" Lima just looked at his teacher. What did she expect him to say? He looked down at himself. There was mud all over his shoes and some on his feet. He looked more like a gardener than a student. How embarrassing, he thought. Now the cool kids have something to laugh about all day. Thank God it was Friday, one hour before classes end. Lima could not wait to go home, not that home was any sweet like those of the other kids. At least at home he could be alone, with no one to bother him about his looks or call him names.

One day during break time, this one boy approached Lima. It was the first time one of the cool kids dared to get that close to Lima. "Hi Lima! Am Bito," the boy said as he extended his hand. Lima looked at him, bewildered. He shook Bito's hand.

"Hi Bito. I am Lima."

"I know who you are," said Bito. "And I want you to know I don't think you are weird at all. It's not your fault you live up in the hills. Besides I think it's kind of cool, it must be beautiful looking at things from up there."

"Thanks. It is cool indeed," said Lima, still wondering what Bito wanted from him.

"In fact, I was wondering if I could visit you up there sometime," Bito inquired.

Lima thought, finally, here is a chance to make a friend. Finally, someone he could talk to and spend time with. When he got home that day, Lima started preparing for a visit from his new friend Bito. A few days later Bito arrived at Lima's home. It was the

happiest day for Lima. He showed Bito his collection of cans, immaculately laid out on a small hill near the house. They were not empty. Lima had planted all sorts of local flowers in them. Lima liked gardening. He also showed Bito his music collection. Elton John was his favourite. “Although I think Shakira isn’t that bad either,” Lima said chuckling for the first time in his life.

Lima was having a lot of fun with his new friend. Bito was surprised to see the normal side of this boy he had always known as the weirdo. Suddenly, “Limaaaa..... Where the hell are you?” It was Lima’s mother. She was standing in the hall way. She looked really upset. What did I do now, Lima wondered.

“Lima, who is this boy you have inside the house? Do I know him? Does your father know him? What if he is up to no good? You stupid boy.”

Bito was dumbfounded. He stood there with his eyes darting between the mother and son.

“Mo...m,” Lima summoned some courage, “he is a friend from school.”

“How do I know that?” She continued. “You have never had any friends before. Suddenly you have one. I want that boy out of my house now. When you get your own house, then you can bring whoever you want. Is that clear?”

“Yes, Mom,” Lima said clearly feeling embarrassed as he watched Bito’s confused face.

Well, what a sad way to end a happy day, thought Lima. He chose to think on the bright side. He had a new friend, which was good. At least that’s what he thought until it was another school day. As he walked to school on Monday, Lima thought things would be different now. To his surprise everyone in class burst into laughter the moment he stepped into class. He wondered why they all laughed. He looked smart that day, no mud and no dirty uniform. He looked more like a student than a gardener. But why is everyone laughing, he thought. Then he saw Bito in the middle of the crowd. As it turned out, Bito was narrating to the other students about his visit to Lima’s home. He talked of the weird dirty cans he had seen at Lima’s place. He even laughed harder as he recounted the episode with Lima’s mother. “She was freaked out!” he said as he pointed at Lima.

Lima was deeply pained to realize that Bito had played a practical joke on him. Bito had feigned friendship so he could find more reasons to ridicule Lima. Lima stood watching them laugh their silly heads off. To think he had made a friend; how much he had been careful not to lose Bito! That morning, he had worn home cloths and changed into school uniform at the bush near the school. “Ohhh! Lima, thank God you’re not as dirty as last time. Finally the class is free of mud,” said Lima’s teacher as she pushed him into class. The teacher’s comment hurt Lima even more.

As he slowly walked and sat in his corner desk, Lima swore from that day onwards that he would never try to make friends, but only focus on books. After all, he thought,

what's the point of being in school. This resolve helped him to forget the ridicules from the classmates. He chose the high road. Lima's dream was to become a teacher. He regarded a teacher as one who provides the things that children miss at home. A confidant.

After years of good education, Lima founded the Talent Youth Zone College of Social Science. The curriculum in the College is designed to ensure every student learns to accommodate others. It is a community in which learners and teachers act as parents, friends, brothers, sisters and security to one another.

## **I Will Try Again**

*by Elizabeth Mashao*

“Do you hear that? Tomorrow you must go to your new husband, Mzee Kame, whether you like it or not. The dowry is already paid. No more discussion.” Soka roared thunderously, almost in a rush, pointing at his fourth daughter Resiato. The acid tone in his voice made her shiver violently.

Soka, a middle-aged man, lived in Kamukunji village. He had ten wives and many children. Yet, despite his immense wealth, Soka treated his family members like discarded property. Granted, he provided everything for the family, but he did not send any one of his five daughters to school. This despite parents in his village sending their sons and daughters to school to receive formal education. Girls’ education did not make sense to Soka. When two of his wives tried to discuss the matter with him, they received hot slaps on their cheeks. His tough demeanour made his wives avoid him like a dreadful disease.

So, in his greed for more wealth, Soka had forced his three daughters to get married in the past few years. In marrying off the two girls, he received eighty-five in bride price. With this new wealth came more lust for more riches. Noticing her father’s greed, his last daughter, Resiato, began to tense. She envied the other village girls who had gone to school. She had desired education but despaired at the thought that she was the daughter of Soka. She wished to teach at the big schools she had heard other girls talk about, the universities. If only she could find herself at such a position, she would ensure all the girls in the village go to school as well, Resiato thought.

A year passed. Resiato had almost forgotten the fears of forced marriage when one morning her ageing father called her to his room. “Resiato,” he began without even looking at her, “You know your days in this homestead are numbered, right?” Before she could respond, he Soka went ahead to explain. Resiato was to get married to an old short black man in the neighbouring village. The man’s name was Kame. Soka had already received twenty-five cows from this old man. Resiato panicked. She knew she had no power to resist her father’s decrees. Worse still, the thought of She being married to some old man she had never met when she was only twelve years old sent cold shivers down her spine.

Resiato began to cry bitterly. She had on several occasions thought of how she could run away from home. In one attempt, she had run away to a distant aunt, but under the orders of Sako, her merciless brothers tracked her down and returned her home. That day she received a sound beating from Sako. Even as a child of age twelve, Resiato already felt what every female in Sako’s family lineage felt all the time; that she’s most hated and unwanted. So, on that morning, facing her father, with the prospects of forced marriage being so real, she vowed that she would try again.

One cool and chilly morning, Resiato was woken up very early by her two brothers. “Are you siding with my father to send me off?” she protested. Her voice was full of rage. She was taken to a solitary house in their compound where she was locked in. The brothers then brought her some sumptuous dishes. She had no appetite for them. She knew what was about to happen but she was lost for what to do. Thousands of thoughts crowded her small brain like a swarm of bees.

After struggling for some hours, she noticed the only other possible exit was through the only tiny window at the back wall of the room. However, the wall was slippery and the window was too high. Angry, hungry and more worried, Resiato persisted. If only she could find a way to scale that wall, she thought. Two days passed and she was still imprisoned in that dark room. Desperate, she curled her small body like a sleeping cat and squeezed herself into one corner of the old room. Day three came; Resiato was still alive but starved. It was the very day her new would-be husband was coming to pick her up.

That morning, the last sunrays drifted across the Western horizon and the sun appeared like a golden big tray from the East. Still quiet and lonely, she heard a group of men talking beside their father’s hut. She could not make out what they were saying. After a while, she heard one walking close to the hut then in a more audible voice: “Mmmmh! I agree with this and she must go this evening... enh... congratulations Mzee Soka, this is the fourth daughter you are marrying off. Cheerssss... Hurreeh...” There was a sudden burst of laughter. Resiato knew the transaction was over. She was good as gone. She felt angry and betrayed. She knew she had no choice but to marry a total stranger at her father’s orders. In the back of her mind she knew that this was the only chance and time she had to escape from these jaws of endless troubles.

Resiato could wait no longer. Only minutes now, she thought. She had a small chance to escape. She scanned the dark side of the room carefully and spotted an old broken table. She mustered some strength and dragged the broken table towards the window. She climbed onto the unstable table, her feet shaking both from fear and the hunger pangs in her belly. She stretched her thin hand to reach the thin iron metal fitted across the window frame. Suddenly, there was a sharp pain in her left leg; it was a muscle cramp. In panic, she shifted her feet fast and fell down to the dark floor. Her leg was stuck; she could not shift it in any direction. She wanted to scream as the pain was unbearable. She did not want to invite much attention, just in case they had forgotten all about her. She waited a few minutes, then bravely and firmly forced her leg to stretch. She felt the pain slowly receding as she regained her flexibility. She had to try again. She was afraid. Her small heart was beating so heavily that she thought it could jump out of her ribcage any minute. Sweat ran down her narrow face.

Before she could gather enough strength to make another escape attempt, she heard several heavy footsteps approaching. Right then she knew the old men were coming to take her away. No sooner had she jumped onto the table to reach the window again than she heard someone fiddling with the padlock outside. She could not wait, she quickly

stretched out her hand. With the help of her little knees and her short toes she reached the window. She immediately squeezed her slim body past the iron metal and she succeeded. The door had not yet opened. Her slim body was hanging onto the iron metal from the outside. Before she could let go of the window sill and drop down and sneak into the darkness, she heard the door slammed wide open.

Resiatio quickly dropped down and landed on a dog that was sleeping directly under the window. The dog shrieked and barked loudly. Resiatio knew everyone in that compound had heard the commotion. She took off running fast. As she turned a corner, she spotted a wide beam of flashlight brightly shone in her direction. She then heard the loud voice of her elder brother, "Where is she? You...ahhha... where... where... eheeee?" Resiatio increased her speed. As fast as a deer, she approached the gate only to find it was locked. She looked back and saw two men approaching the gate fast holding torches. One of them was heard saying, "She is the one sneaking... ohh!" Terrified at the thought of going back to prison, Resiatio pushed herself by the knees and quickly climbed over the wooden gate. She made it on the other side of the compound.

As quick as lightning, Resiatio disappeared into the darkness. When she turned back she could see some light torches still coming after her. Hungry yet determined to escape, she increased her speed. She took comfort in the pitch-dark night as she headed towards the thick neighbouring forest. It was only at the edge of the forest that she noticed how tired and hungry she was. Assured of her safety, she sat down to rest. She knew her brothers were too lazy to come looking for her in that forest at that particular time. The night was quiet and calm and after a while Resiatio was overtaken by sleep.

Resiatio was startled from sleep by a roaring lion. It was distant but the sound was so loud. Frightened, she held her breath for a while. "I will be eaten today," Resiatio whispered slowly while gasping for air. "I have just escaped from getting married and now I am going to land in the claws of lion? No no no!" Resiatio was terrified. She began to cry as she prayed for her dear life. "I will try again," she said. As she was about to start running again, she heard some heavy footsteps nearby. She darted behind a thick tree and stood still like a statue. Tired and exhausted, she waited for the worse to happen. Suddenly, an elephant's calf stormed past. Knowing that elephants were sometimes harmless, she decided to start running again. She ran as fast as her feeble legs could carry her further away from home. At some point, she stepped on sharp thorns that pierced her small bare feet, but she bore the pain for the time being. She was determined to save her poor soul.

Dawn found Resiatio still walking along the edge of the forest. Her feet were swollen. She felt cold and sick, yet she was happy to have made it out of the prison. She felt a ray of hope on her face. Looking ahead, she saw houses in the distance. She walked fast and went straight towards one of them. She knocked on the door, and a beautiful, tall and slender woman came out. After exchanging greetings, Resiatio told her all that had happened to her. Sympathizing with her, the woman invited Resiatio into the house.

One week passed and none of Resiato's brothers or relatives was spotted in her new village. Soon, she began to attend school with some of the girls from her new place. At school, Resiato was quick to learn. Even though she began school late in her life, in a few years she completed her primary education. Having done well in the national examination, she was admitted to one of the best secondary schools. A few years later, Resiato passed her final secondary school examinations with flying colours. She proceeded to one of the best public universities. She enrolled for bachelor's degree in education, which she cleared in three years. It took Resiato another five years to become a lecturer as she had wished.

It was during her first week as a lecturer that Resiato thought about the home village of Kamukunji. It had taken her twenty years to desire to return there. It was time; I am ready, she thought. She would go back to that distant village and encourage families to take their girls to school. She enlisted the help of her colleagues and from one of non-governmental organization to promote girl-child education in her home village. It was not long before girls from her village as well as from the neighbouring villages joined school in droves. Soon, Kamukunji village had a great number of educated men and women. Her dream had been at last achieved.

Upon hearing that Resiato had come back to the village, Soka, had advanced greatly in years, asked to see her immediately. The moment he set eyes on the mature Resiato, he broke down in tears. He had thought his daughter was dead, devoured by the animals of the forest. It was a powerful reunion between father and daughter. Soka was contrite. He had changed greatly since Resiato last saw him. Resiato could not control her tears before her father. Her past had been marked by limited choices. Now she could choose to forgive. She held her father by the hand, slowly pulled him close and hugged him tightly. "Father, you are my father, I don't want revenge! But I... I... I will forgive you."