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**The Nature of Television and Radioprograms and Their Influence in the Growth of
Kiswahili among University Students in Kenya**

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The Nature of Television and Radio Programs and Their Influence in the Growth of Kiswahili among University Students in Kenya



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Abstract

Purpose: This paper traces the place of the nature of programmes in Kenyan media and their influence on Kiswahili growth among university students studying journalism in Kenyan universities. Three fundamental concerns were on focus here; Length of programs; language in programs and the type of Programs.

Methodology: The study used mixed method design to obtain qualitative and quantitative data. It targeted University students sampled from 4 public Universities in Nairobi County. A sample size of 327 students was used. Focus group discussions involving 32 participants were also involved. Four Swahili experts were interviewed to get expert opinion. Multi-stage sampling design was used to select the sample for the survey. This sampling technique was appropriate because the study sample was selected in stages using stratified random sampling and simple random sampling technique. Purposive sampling was used to collect qualitative data. The tools used to collect data were questionnaire for quantitative data, interview schedule for key informants and interview guide for focus group discussions. These were to help to assess the influence of the nature of programmes in media organizations on the growth of Kiswahili among university students in Kenya. The study triangulated quantitative and qualitative data to give results shared in this paper. Data was then analyzed using SPSS (version 20) statistical program. Inferential statistics used were descriptive, correlation regression and ANOVA. Data was presented using tables.

Findings: Findings show that nature of programmes has a significant effect on the growth of Kiswahili. For instance, majority of the respondents agreed that the length of Swahili programs in media have made them develop positive attitude toward Kiswahili. Additionally, they agreed that the nature of language used in presenting Swahili programmes makes them use correct grammar. The study also noted that the respondents agreed that the types of programs have significant influence on their Swahili vocabulary.

Unique Contribution to Theory, Practice and Policy: Social Learning Theory posits that learning takes place in a social context through observation or direct instruction. People learn the tenets of language through these various types of programmes which carry instructions and are observable. For the Behaviorist Theory of Language Development focus is on objectively observable behaviors where learning is acquired based on environmental conditions (McLeod, 2016). Language acquisition, use and growth has been as a result of emulating what is going on around the learner. The Cultivation theory that suggests television is responsible for shaping or cultivating viewer conceptions of social reality has it that TV viewing affects the language development of children through role modeling where children always want to behave like the characters they see and end up developing language aspects such as pronunciation, intonations and vocabulary like those of the TV and Radio presenter believing that that is the way the world is. For practice and policy media literacy to practitioners has been found to be a necessary educational tool for them to understand the type of media content to interact with if they have to grow their language capabilities. There is need to increase knowledge of risks involved in use of hybrid Kiswahili. While this is so language policy should encompass organizing workshops and seminars for the youth to sensitize them on proper language.

Keywords: *Kiswahili Growth, Programme Length, Programme Language, Programme Type*

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INTRODUCTION

Kiswahili is now a dominant language used in both television and radio stations to the extent that today there are Kiswahili-only radio and TV stations in Kenya (Thuku, 2010; Mdoe, 2011). The media, together with the education system are among the institutions that have made Kiswahili the largest African language with the number of speakers, according to studies by the African Economist, (2012) and Payne (2014) estimated to be about 150 million people worldwide. It is the most widely used African language in radio broadcasts in the world, and the most widely used African language after Arabic. It is used for news broadcasting from major broadcasting stations around the globe (Mohochi and Wairungu (ND): K.N.E.C., 1998).

The world radio and TV stations featuring Kiswahili include foreign media organizations such as the BBC radio and Television (England), The Voice of America (US), Deutsche Welle (Germany), Radio Japan International, Radio China International, Radio Moscow International (Russia), and many Africa states such as Radio Cairo (Egypt), Radio Sudan, and Radio South Africa that come to many homes in East Africa (Makewa et al 2014; Wafula, 2011). Some of these programs are broadcasted to East Africa, especially Kenya, and Tanzania, on a regular basis (Mukuthiria, 2006).

Kiswahili has been an important international communication instrument with its usage in various human faculties being an important factor in its growth and spread (Tuli, 1985 in Odawa and Onyango 2017). Today's generation economic activities now involve news which has become the basis for success as it contributes to increase of customers and hence the coming up of more radio stations to carry out broadcasting in Kiswahili. It is estimated that 3.2 million households have TV sets in Kenya (Mbeke 2008) while 93% of Kenyans own radio sets (Kimutahi, 2011).

The Language now plays an increasingly vital role in the daily commercial, political, cultural, and social life of the region at every level of society giving it the potential of being Africa's lingua franca (Onyango 2012). This widespread use of Kiswahili in the media has had immense influence on the way the language is used by the audience with media now being hailed for their efforts in its growth especially news programs on TV and radio stations in which standard Swahili is used.

According to Ayodi and Waliaula (2014) media practice in Kenya shows a disparity between the correct use of Kiswahili in some quarters and incorrect use in others. The limited instances where media have been hailed for the efforts in the growth of Kiswahili have been in news programs on TV and radio stations in Kenya. Many national and international programs including Taarifa, dunia wiki hii, Damka la Dunia that use standard Swahili (Mwaliwa 2014). These programs employ professionalism resulting into the expansion of Kiswahili through services like Kamusiyaleo. The incorrect use is mainly in the popular culture industry, mainly in commercial radio and television evidenced by popular television series' on Citizen Television, 'Inspekta Mwala' and 'Machachari'. These together with other media sections such as KTN's news program in Sheng- Hapana Pale news have recorded influence among the youth (Mogambi, 2014). The question here will be how much of this is transformed to the use and growth by the audience?

It should be remembered that media is the foundation of change in society and Swahili used here spread to other parts fast. According to Mogambi (2014), Kiswahili is used on the minimal in many prominent stations and whenever it is used the programs with standard language are few. The other problem, according to him, is the choice of languages for broadcasting. He argues that while the western countries chose one of their own languages for broadcasting African countries depend on foreign languages such as English or French which they use as

national and official languages even though they understand that many citizens fail to understand them. With this there is the clear lack of understand that language occupies an important part in broadcasting media in any nation. This continued use of the foreign languages has resulted to erosion of pride towards Kiswahili culminating to careless use by the citizens.

In the quest to grow the language Media programs are natured in various ways as they get presented by people of different categories. Media is loaded with music programs known to play popular songs that use hybrid Kiswahili and Sheng on FM stations reinforcing the prevalence approach to literary use of the lingua franca among the youth. This is the qualitative aspect of the media content as explained by Shoemaker & Reese (1996). These programs have regional appeal and reinforce the influence the New Generation musicians have among the East African youth. The hybrid Kiswahili pose a real threat to standard Swahili (Nabea, 2009). According to Mwaliwa (2014), it is rare to get Swahili music programs on Kenyan TV. On many occasions there exists misuse of language, a habit that makes some audience happy. This is the opposite of English entertainment programs where Standard English is used and still the audience is entertained (Mogambi, 2014:163).

On the other hand radio and television presenters spice up their presentations with Kiswahili in their programs (Mdoe 2011). In most cases the distorted grammar dominate some programs in these media making Mdoe (2011), to argue that some of the television and radio presenters in the country take the language so casual and pedestrian and end up misleading viewers and listeners. Such grammar is seen in the advertisements Kimaro (2014) and Quarshie (2013). Chapin (2000), asserts that television has become so influential that it serves as a teacher and often provide a common source of information to young people.

Although there are several potential benefits of accessing television such as the promotion of positive aspects of social behavior many negative aspects can occur (Roberts, 2000). It has been established that media messages will influence the youth if they are perceived to be realistic and valuable guides to behavior (Truglio, 1990). Even though the government and the learning institutions have made efforts to improve Kiswahili in the country the performance and the use continue to be dismal even in national examination with Sheng interfering greatly (Momanyi, 2009). Students have failed to make the boundaries between standard Swahili or even English. Many are more fluent with Sheng than they are in either Kiswahili or English. The problem, however, is that the student fraternity in Kenya and across the world lives in an environment of very disruptive cultural change. The Media has overwhelmed teenagers and young adults with their constant use ushering in the death of the reading culture and eliminating the motivation for being an excellent speaker that was shaped by reading (Kihuria, 2015). By so doing the development of the language is negatively affected.

However there exist policies in place to see to Kiswahili's success. The Republic of Kenya (1981) recommended for the teaching of Kiswahili at university besides being made a compulsory subject at primary and secondary levels of education. This boosted Kiswahili standing among students (Mutua 2015: King'ei 2000: Mocho, 2012: Kweronda, 2014: Mohochi and Wairungu, ND : Momanyi 2009). Today Kiswahili is a distinct academic discipline in universities in the Middle East, Europe, Japan, China, Korea and USA (Mulokozi, 2002: Ipara and Mbori, 2009: Choge, 2012: Kweronda, 2014).

Statistics on research among university students on language Maintenance and Shift found that despite Kiswahili being used alongside English in many institutions and media and in the public service and in most inter-ethnic communication, English seems to be the preferred language in most domains and Kiswahili is only preferred for talking with friends (Michieka, 2012).

Language being critical in the media domain as an information disseminating tool that has great influence on its citizens it is important to study how Kiswahili use in electronic media has influenced the way it is used among university students especially those studying journalism as they prepare to join the media fraternity which do use Kiswahili in the dissemination of information. This is with full knowledge that Communication is the key process underlying changes in knowledge and is done through the use of channels that are most effective in carrying the intended messages that will bring about the required changes. Kiswahili being an official and national language of Kenya is a means of brotherhood and unity and binds the people together by giving them a sense of being the children of the same motherhood (Wachira, 2006).

Research Objective

The purpose of this paper was to examine the influence of the nature of electronic media programs on the growth of Kiswahili among university students in Kenya.

Research Hypothesis

H₀₁: There is no relationship between the nature of electronic media programs and the growth of Kiswahili among university journalism students in Kenya.

LITERATURE REVIEW

Radio and television programming is increasingly diverse with shows out to achieve indented results. This widespread availability and exposure makes radio and television the primary focus of most mass-media discussions that include nature of programs and their effects (Harcourt, 2016). The different forms of media programs are depended on their aim and the people involved in their presentations. This brings in the question of the structure and packaging of the programs that involve the length and the type of language used therein leading to the type of effect it is aimed to achieve. This, therefore, can influence the way language is used among the audience.

Research shows that mass media based programs that aim to influence decisions and behaviors have been used in many countries over the world with profound success. These media programs are structured to carry messages that have influenced the population and are the actual force behind either a change or reinforcement in audience or individual beliefs. They include family planning programs that have tried to influence increase in contraceptive use. These programs are in form of advertisements, entertainment and education with each having its own form of language. Through packaging they provide information and model desirable behaviors (Hornik and Mcanany 2001).

The language content carried in the mass media programs, which means the complete quantitative and qualitative range of verbal and visual information is bound to raise the level of awareness. The quantitative range of information includes attributes of media content that can be measured or counted and include the time a television news story and any other program lasts. Such measures can provide important information about amounts of coverage and some insight into priorities (Shoemaker & Reese 1996). However the few programs and their short duration is a shortcoming and will affect Kiswahili use negatively (Mwaliwa 2014). Media being the foundation of change in society, Swahili used here spread to other parts fast and so the lack of its use and its improper use in many prominent stations is an impediment. KTN for example has given Kiswahili little space (Obuchi 2014). These few programs of standard Kiswahili are short in length and not enough. In KBC the programs are hardly 20 with each being allocated not more than 30 minutes translating to hardly 10 hours a week. Family TV which is a religious station used to air Christian programs has no Swahili program. It airs

international news programs in English. This is astonishing as many viewers are Kenyans who understand Kiswahili. Preaching, in some stations is translated in Kiswahili on many occasions and, therefore, when English is used here other than Kiswahili, the message reaches a smaller number than intended.

In 2012 BBC launched a 30 minute TV news and current-affairs program in Kiswahili, *Diraya Dunia* (World Compass) of latest global news and analysis from Monday to Friday giving audiences access to world-class news content in Kiswahili and bringing their regional insights and expertise to Kiswahili-speaking TV viewers (Saleh, 2012). However Q TV is no longer operational and the channel airs what Nation TV airs hence dealing a blow to the growth of Kiswahili language.

The quality of content produced by the media is varied with the main players (NTV, KTN and Citizen) boasting of resources that enable them to recruit competent professionals and correspondingly produce high quality programs, especially news. These news programs at seven use standard Kiswahili, a challenge to the other stations which produce programs that are clearly limited in terms of quality (Omondi 2013). Many national and international programs including *Taarifa*, *dunia wiki hii*, *Damka la Dunia* use standard Kiswahili. Contact with these programs is likely to improve the way the audiences use the language (Mwaliwa 2014). Nation television has NTV *jioni* with *methali* and pronunciations exercises dubbed *kukanganyanakwanyangana* accompanying it. However, this program can hardly lead to Kiswahili improvement among the audiences for it is only one in a week (Mwaliwa 2014). Citizen has *citizen Adhuhuri* and *citizen nipashe* while KTN has *Mbiuya KTN* and *KTN leo*. These programs employ professionalism resulting into the expansion of Kiswahili through services like *Kamusiyaleo*.

Besides news programs Kenya's TV stations have among other Swahili programs, films, drama, music, interviews, cartoons, religious and children's programs. Citizen TV is the leading stations according to Mwaliwa(2014). Programs here include *Inspector Mwala*, *Mother in Law* and *Machachari* among others through which audience learn Kiswahili. Mwaliwa(2014), further argues that standard Swahili is used only during official functions namely schools, parliament, colleges and the media while the vice versa is at homes and streets.

The mandate accorded to the media of educating, informing, and entertaining among others is an everyday endeavor with the success of the messages depended on how the program is packaged. The media, however, lean so much on entertainment whose programs ignore grammar rules. Many media organizations in Kenya have employed practitioners aimed at entertainment only. These people rarely use standard Kiswahili in their programs culminating to negative influence on the audience (Obuchi 2014). These programs dominantly use hybrid Kiswahili and Sheng which impact negatively on Kiswahili growth among Kenyans. Radio Ghetto is an example where news is read in Sheng, together with the *Syantisti*, a Citizen Television social talk-show (Mutiga 2013. According to Momanyi, (2009) and Kombe(2013) language will have negative influence upon audience under such circumstances.

Worse still, some radio and TV stations have programs in Kiswahili, English or a mixture of the two languages. Language mixing in the programs is an impediment in the struggle to free the minds of Kenyans from Kiswahili corruption. These popular broadcasters in FM stations fail to use standard Kiswahili due to their shortcomings. They employ comedy and good voice which they are good at (Mogambi, 2014 p163).

Music programs are known to play popular songs that use hybrid Kiswahili and Sheng on FM stations reinforcing its use among the youth. This is the qualitative aspect of the media content as explained by Shoemaker & Reese (1996). These programs have impact because of the

regional appeal and influence the New Generation musicians have among the East African youth who, to a large extent, imitate them. The hybrid Kiswahili music of Jose Chameleone of Uganda, Nameless of Kenya and Profesa Jay of Tanzania that make some of the programs is accepted across the region posing a real threat to standard Kiswahili (Nabea, 2009). According to Mwaliwa (2014), it is rare to get standard Swahili music programmes on Kenyan TV. On many occasions there exists misuse of language, a habit that makes some audience happy. This is the opposite of English entertainment programs where Standard English is used and still the audience is entertained (Mogambi, 2014:163).

On the other hand Kiswahili words are encountered in everyday interactions, on radio and television as FM presenters spice up their presentations with Kiswahili in their programs (Mdoe 2011). The issue of the bad grammar that dominate some programs in these media makes Mdoe (2011) to argue that some of the television and radio presenters in the country take the language so casual and pedestrian and mislead viewers and listeners through their distorted grammar. See also (Thuku, 2010: Muaka,2010). This is seen in the advertisements where Kimaro (2014) and Quarshie (2013), assert that for adverts to sell and for some entertainment programs to be humorous they have to lace their Kiswahili with some poor grammar and effects of some local languages like Maasai, Kikuyu, Kamba, Luhya, Somali, Kalenjin, Kisii etc and so influencing the audience as well. Mutiga(2015) agrees by arguing that Commercial advertisers have turned to extensive use of Sheng' to market their products. They have woken up to the economic advantages that Sheng' presents as the language of the youth who constitute more than 60% of Kenya's population. For instance Airtel uses BeiPoa meaning fair price and Kopa Credo meaning borrow credit.

Just like 1950s and 60s research on exposure of harmful media violence, any programme will leave great impact on children (Kunkel, 2007). Exposure of the students to programs that have hybrid Kiswahili will have the same effect. On the contrary if they are exposed to programs with standard Kiswahili they will likewise use the good form. The way media selects, process and shape content for their own purposes can have a strong influence on how it is received and interpreted and thus have longer-term consequences (Mcquail, 2010). This means that the hybrid Kiswahili used in most of the national FM stations as opposed to the classical Unguja or Zanzibar dialect has had a great impact on the audiences (Kwoya&Makokha, 2009, 23).

Theoretical Framework

Many theories and models related to language and the effect of the media exist and their value as important theories and models remain unchanged. This study was anchored on three theories.

Social Learning Theory

This theory by Dr. Bandura posits that learning is a cognitive process that takes place in a social context through observation or direct instruction. Thus programs on TV and radio, for example, explain this. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments meted to the participants, a process known as vicarious reinforcement. Learning through observation involves extraction of information from those observations, and making decisions about the performance of the behavior. For example, a programme with hybrid Kiswahili is likely to influence the audience to speak it as well and in turn affect the person's real life behaviors. Social learning theory draws heavily on the concept of modelling, or learning by observing a behaviour, (Severin and Tankard 2001). Media can therefore create social change. Entertainment-education in the form of soap opera can help viewers learn socially desired behaviors in a positive way from models portrayed in these programmes. The same will apply in the promotion and growth of Kiswahili among university students in Kenya. These television programs aired around the world can feature

standard language that will impact positively on the audience and bring about good outcomes. Hybrid Swahili will negate the gains realised by the standard language.

The Behaviorist Theory of Language Development

Advanced by B.F Skinner in 1957 focuses on objectively observable behaviors where learning is defined as the acquisition of new behavior based on environmental conditions (McLeod, 2016). Language acquisition, use and growth are as a result of emulating what is going on around the learner. The way programmes are packaged and delivered is key to the growth of Kiswahili among the students. Skinner emphasized the role of imitation, reinforcement and conditioning in language acquisition (Samkange 2015). Reinforcement involves rewarding desirable behavior. It can be both positive and negative. Thus programmes debates that reward participants at the end are key to language development. When language learners' responses are reinforced positively, they acquire the language relatively easily. The expert can also facilitate language acquisition by ensuring that the appropriate responses are reinforced by the correct environmental consequences and by meeting the responses and the needs of the learner (Edwards, 2000). Programmes that are constructed with experts featuring in discussion on language growth are bound to improve the status of the language among people. In essence it helps the learner to develop vocabulary.

Cultivation Theory

Cultivation theory by Gabner (1970), suggests that television is responsible for shaping or cultivating viewer conceptions of social reality. The combined effect of massive television exposure by viewers over time shapes the perception of social reality. Programmes always depict what is going on in society and how the society is like. That painted picture is normally imitated. Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture. These media maintain and propagate these values amongst members of a culture, thus binding it together. Gabner claims that people watching TV learn the facts of life and then imitate what they see. We then base our judgments and actions in the world on this cultivated reality provided by TV (Baran, 2007:433). Kathurima (2011) concludes that TV viewing affects the language development of children through role modeling where children always want to behave like the characters they see and end up developing language aspects such as pronunciation, intonations and vocabulary like those of the TV and Radio presenter

METHODOLOGY

Target Population

The study targeted students (both males and females) in public universities within Nairobi County that study journalism. The total number of students enrolled to study journalism in the four public universities according to statistics obtained from each university is approximately 2246. Out of these; there are about 1013 male and 1233 female. The universities are the university of Nairobi with 815 students with 381 male and 434 female (Office of the Director, School of Journalism, 2017), Kenyatta university with 254 students with 104 male and 150 female (office of chairman, department of Communication and Media Studies, 2017) the Technical university of Kenya has 265 students with 144 male and 121 female (Office of the chairman, Department of Journalism and Media studies, 2017), and the Multimedia university with 912 students with 384 male and 528 female students (Faculty of Media and Communication 2017).

Sample Size for Quantitative Data

Based on the target population indicated above, a sample size of 327 respondents was determined in line with the arguments advanced by Fisher et al. (1983) as explained below.

Other scholars who agree with Fisher (1983) on the sample size of 325 (if the target population is less than 10,000) are Mugenda and Mugenda (2003).

If the target population is less than 10,000, the required sample size will be smaller. In such cases, the final sample estimate (nf) is calculated using the following formula:

$$nf = n$$

$$1 + (n/N)$$

Where:

nf= the desired sample size (when the population is less than 10,000)

n= the desired sample size (when the population is more than 10,000)

N= the estimate of the population size

The sample size therefore will be:

$$nf = \frac{384}{1 + (384 / 2246)} = \frac{384}{1.17097061443} = 327$$

$$nf = 384 = 327$$

To get the sample size of the male and female students studied, the formula below was used:

$$\frac{n}{N}$$

$$N$$

Where:

n is the sample size (327)

N is the entire population

Therefore, the number of male sampled was calculated as follows:

$$\frac{327 \times 1013}{2246} = 147 \text{ male}$$

Similarly, the number of girls sampled was calculated as shown below:

$$\frac{327 \times 1233}{2246} = 180 \text{ females}$$

This therefore means that the sample size of 327 respondents consisting of 147 males and 180 female students was realized.

To get the number per gender per university egUoN number of male

$$\frac{381 \times 147}{1013} = 55$$

Female

$$\frac{434 \times 180}{1233} = 63$$

Table 1: Sample Size of Male and Female Student Respondents per University

University	Male	Female	Total
MMU	56	77	133
UoN	55	63	118
TUK	21	18	39
KU	15	22	37
Total	147	180	327

The quantitative data was collected using questionnaires. It was analyzed using SPSS and presented using tables.

Focus Group Discussion

The main goal of the focus group was to gain insight and understanding by hearing from representatives of the target population, (Cronin 2008).

In this study, one focus group discussions was held in each university. Each FGD consisted of eight students that were picked from the first students who accepted participation among those who handed in their questionnaires. In total, 32 students participated in the FGDs. Each discussion lasted between 60 and 90 minutes and was tape-recorded and transcribed. The discussions in the focus groups were carefully planned and designed to obtain information on the participants' beliefs and perception on a defined area of interest.

Key Informant Interviews

Key-informant interviews were conversational in style rather than a formal question-answer format (Campbell et al., 1999). These were conducted using a semi-structured interview guide. Key informants were professionals in the universities who have knowledge and experience about Kiswahili use behavior with regards to journalism students. These were Swahili lecturers.

A total of three key informants, one from each university, except the Technical University of Kenya where the researcher acts as the Swahili lecturer, and is the sole lecturer were interviewed. These in-depth interviews helped provide insights in understanding the correlation between electronic media and Kiswahili growth among Kenyan youths. It provided detailed information and the opportunity to understand the viewpoints of informants, and how their beliefs, experiences and vocabularies relate to Swahili growth issues.

The qualitative data collected using interviews with experts and focus group discussions with students was analyzed based on the description analysis and interpretation, and presented by narration using selected quotes. The themes in the qualitative data were interpreted using thematic analysis.

FINDINGS

Nature of Swahili programmes was measured through three measures namely length of programs, language in programs and types/genre of Programs. Descriptive results are shown on Table 2 below. An overall mean of response above 3.40 (agree) for nature of Swahili programmes among journalist students.

Table 2: Nature of Swahili Programmes Descriptive Results

Statements	Disagree	Not sure	Agree
1.Swahili programmes running beyond 30 minutes have helped improve my written and spoken Swahili skills	9.8%	15%	75.2%
2.Programmes and adverts with hybrid Swahili have influenced the way I speak Kiswahili	22%	16%	62%
3.Programmes with standard grammar make me use the same	14.7%	18.6%	66.7%
4.News programs in Kiswahili contribute a lot to growth of my Kiswahili	9%	7.3%	83.7%
5.Messages in programs on how to use Kiswahili make me use Kiswahili more	18%	15.3%	66.7%
6.The minimal use of standard Kiswahili in programs make me use less Kiswahili	37.9%	16.3%	45.8%
7.Use of Sheng in TV and radio programs has killed my interest in Kiswahili language	53.0%	12.3%	34.7%
8.I like programmes with Code mixing	24.9%	19.6%	56.5%
Overall			

From Table 2 above, the respondents agreed that the length of Swahili programmes have helped them improve their Kiswahili skills. This shows that the duration of Kiswahili programmes is an important factor in improving the Kiswahili knowledge of journalism students. 75.2 % agreed while 15 % were not sure while 9.8% disagreed.

The opinion in the focus group was that a programme running for between 20- 30 minutes or so was bound to help in the growth of Kiswahili among the students. However, some were of the opinion that the length of any programme did not matter.

P1 “I am of the opinion that the length of a programme improves language skills as it leads to more cleaning of language as much is said.”

P2 “Long programmes kill concentration and make me dose off or even switch to another channel.”

P3 “Length does not matter but content, thus it depends with the programme. If it is enjoyable then obviously its language will have an effect.”

P4 “According to me length does not matter but language- if it has sheng i switch off.”

For the Key informant, “Most of the programmes use standard Swahili and the more the students are exposed the better and so the longer the programme the better even though many are between fifteen and 30 minutes long. News programmes are good examples. However some entertainment programmes are riddled with Sheng which on the other hand influence students negatively as they partake to that. Thus length is a factor even though it ranges between 15 and 30 minutes.”

To another “Length does not matter as students rarely listen or watch Swahili programmes. Students can’t even name a number of programmes. They name the ones they hear their seniors talk about ie Vitimbi. They watch news when they are forced.”

From this discussion it can be said that participants are likely to watch or listen to programmes that are of interest regardless of the length. Thus language in programmes matter regardless of length.

The findings also revealed that the respondents agreed to questions on type of genre sub-components and to another question on type of genre. This suggests that journalism students consider the type of programmes as helpful in their growth of Kiswahili, with some of the programmes considered very helpful.

Results show that 62% agreed while 16% were not sure as 22% disagreed that Swahili programmes and adverts with hybrid Swahili influenced the way they speak Swahili. Also, 66.7% agreed that they were influenced by programmes with standard Swahili. 18.6% were not sure while 14.7% disagreed. And for the news programmes in Kiswahili contributing to growth of Kiswahili, 83.7% agreed while 7.3% were not sure. 9% disagreed. 66.7% agreed that messages in programmes on how to use Kiswahili make them use Kiswahili more. 15.7% were not sure while 18% disagreed.

Focus Group Discussion agreed that news programmes use standard Swahili and make it grow amongst them.

P 1 "Entertainment programmes have no place here as many of them use hybrid Kiswahili that has no place in Kiswahili growth."

P 2 "Take an example of Papa Shirandula on Citizen TV or Vitimbi on KBC. These programmes have hybrid Kiswahili where some of us tend to imitate the actors so that we make those around us laugh. The language won't grow with such behavior."

P 3 "Neither do songs. They use words that may seem correct but aren't in real sense. Much of the language is laced with Sheng, and since these people are celebrities, well they are my role models"

Some participants agreed that some programmes make them learn new terms in case they are standard. They make one know it is possible to speak fluent Swahili and make them realize that language is easy and that one can easily become an expert.

Therefore it just depended on the type of the programme for the language to grow among the students and the more the programmes the better.

The experts interviewed agreed that the greatest influence is from news bulletin as it is mandatory. People watch news and the good thing is that it uses standard Swahili. The participants here are experts who use standard Swahili and so have influence among listeners. There are also specific language programmes that are aired and have positively realized some influence on the way language is used among students.

Many watch these programmes online. Entertainment programmes have impact as apart from interesting them they will influence their linguistic skills. The programmes that teach have positive impact. Education TV has youth programmes that discuss issues in Swahili. Lofty Matambo with his programme Kimasomaso use standard Swahili and impact positively to those who tune to it.

The findings on the language of programmes questions showed mixed results, with respondents agreeing to certain questions (Standard grammar programmes and adverts with hybrid Swahili) while remaining neutral to other questions (minimal use of standard Kiswahili in programs and Use of Sheng in TV and radio programs). This demonstrates that language of programmes can contribute to usage and interests in Kiswahili to different extent.

Results indicate that 45.8% of the respondents agreed that the minimal use of standard Kiswahili in programs make them use less Kiswahili. 16.3% were neutral while 37.9% disagreed. 34.7% agreed that use of Sheng in TV and radio programs has killed their interest in Kiswahili language. 12.3% were not sure. 53% disagreed. 56.5% of respondents agreed that they liked programmes with Code mixing. 19.5% were not sure while 24.9% disagreed.

About language use in the programmes the FGD respondents said the following;

P5 “Yes language in the Programmes influences me a lot as i watch so much. The more i watch the more i get influenced, and the more I use the Sheng unlike old times when it was standard language.”

P 6 “ That is true, Sheng in programmes make me loose standard way of speaking and if it is standard it helps improves my language. However the programme has to be exciting for me to pay attention.”

P7 “As for me the way language is used doesn’t matter. The standard aspect in Language matters a lot and there is no way I will get carried away by hybrid language. I am only encouraged by programmes that use standard Swahili.”

P8 “It is my nature to avoid programme with poor language for the fear of being contaminated for I have surely seen people get carried away.”

Experts agreed that the way the language is used can have a positive or negative impact on the way Kiswahili is used by the students. Students are expected to use standard Swahili as those who teach them always keep insisting, correcting and warning them. However programmes geared toward entertainment don’t care about the correctness of the language and will keep on mixing and in the process harm the growth of the language.

ANOVA Analysis for Nature of Programmes

Inferential statistics was used to test the study hypothesis. The study conducted ANOVA regression analysis and Process Macro to test the hypothesis. ANOVA was used to test the following hypothesis: There is no relationship between nature of programmes and the growth of Kiswahili among university journalism students in Kenya. ANOVA tests was performed to determine how influential and useful the independent variable- nature of programmes was in predicting the dependent variable-growth of Kiswahili (Field 2013).

Table 3: Model Fit on Regression Analysis between Electronic Media and Kiswahili Growth

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.295	3	3.432	10.012	.000b
Residual	100.769	294	0.343		
Total	111.064	297			

a Dependent Variable: Growth of Kiswahili

b Predictor: Nature of programmes

The findings in Table 3 above indicate that nature of programmes is significant in explaining the variation in growth in Kiswahili amongst journalism students in public universities. This was supported by the model having p value of $0.000 < 0.05$ and F-statistics greater than 5. This implies that the regression model predicts growth in Kiswahili significantly well.

Regression Analysis for Effect of Electronic Media on Growth of Kiswahili

In order to determine the regression model for Kiswahili language growth and nature of programmes a regression analysis was conducted. The model was also tested to determine whether nature of programmessignificantly predicts Kiswahili growth among university students.

Table 4: Model Summary on the Effect of Electronic Media on Growth of Kiswahili

Model	R	R Square	Adjusted R Square	Durbin-Watson
Study model	.504a	0.254016	0.1937	2.017

This summary table provides the value of R and R² for the model. For these data, the study had multiple predictors and hence R² is used to account for the relationship between electronic media and growth in Kiswahili. The value of R² is 0.254, which tells us that electronic media can account for 25.4% of the variation in growth in Kiswahili. This means that 74.6% of the variation in growth in Kiswahili remains unaccounted for: there might be other variables that have an influence also.

Table 5: Regression Co-efficient on Relationship between Electronic Media and Growth in Kiswahili

Variables	B	Std. Error	Beta	T-statistics	p-value
(Constant)	3.194	0.262		12.184	0
Nature of Programmes	1.094	0.059	0.302	5.594	0

Findings in table 5 above show that nature of programmes on growth of Kiswahili has significant effect on the growth of Kiswahili (p-values=0.000 <0.05). Nature of programmes: b = 1.094 indicates that as nature of programmes increases by one unit, growth in Kiswahili increase by 1.094 units. Given that the study null hypothesis was: there is no relationship between the nature of electronic media programs and the growth of Kiswahili among university journalism students in Kenya. The study rejects the null hypothesis.

CONCLUSION AND RECOMMENDATIONS

Conclusion

From the study it was established that there is a relationship between the nature of the programmes in the electronic media and Kiswahili growth. The implication of this finding is that the youth who interact more with Radio and television programmes that grow Kiswahili are likely to enhance their language skills. In this regard the nature of the programmes encompass the length of the programme of which to some respondents does not matter. The nature of the language in the programmes of which could be standard or hybrid will have either positive or negative influence. The genre or type of the programme is of great influence here. The aim of the programmes which may be to teach, inform or entertain will have varied influences. However, Kenya's electronic median at times depict a bad picture of Kiswahili language though their programmes which is bound to negatively impact on the growth of Kiswahili. Language mixing by air people in many media programs, for instance, is an example. This according to Kawoya and Makokha (2009) in Mogambi (2014: 162) is an impediment to the struggle to free the minds of the youth from bad influence.

Recommendations

A number of recommendations have been offered to various stake holders that include policy makers, media practitioners as well as academic and research bodies. Recommendations are specified to media practitioners, training institutions and policy makers.

Media Practitioners

Media literacy is a necessary educational tool for educating the youth on the type of media content to interact with if they have to grow their language capabilities. This needs to be improved to enable the youths to interpret media content correctly in order to avoid the possible

effects that are sometimes not intended by the media practitioners. Media is easily accessible allowing the youth to come into contact with all linguistic structures.

Second, writers and directors in terms of TV and radio programming should portray realistic highlights of both positive and negative effects of the programmes in relation to language growth. There is need to increase knowledge of risks involved in use of hybrid Kiswahili, the percentage of portrayals of risk and good language use in relation to other content on TV and radio since this might inhibit language misuse.

Media Trainees

Respondents and participants in this study have made it clear that there are those who may interpret messages in the media as facts. Media literacy will make the audience to interpret the intended meaning. Because of misinterpreting the meaning media literacy should start in early stages. There is need to explore greater use of entertainment shows to inform students risks and negative consequences of poor language use depicting such risk as the possibility of failing to get a job, failing an exam, and being shunned by the community.

Policy Makers

Language policy makers need to organize workshops and seminars for the youth explaining the pros and cons of certain behaviours they imitate from the TV programmes they view. Additionally, the Kenya Institute of Education should introduce books specifically written on Media Effects and the youth. Then there is a need to expose the youth to programmes that adhere to proper language as this could enhance language use.

Suggestion for Further Research

Today the nature of programmes in media aimed at growing Kiswahili is visible in the diverse media platforms and genres such as soap operas, music, fiction movies etc. Therefore, the influence of other variables such as personalities and language policies should be analyzed. Further research can also be done using experimental research design so as to establish the causal-effects analysis.

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