



KESSA

*Redefining Roles for Impact
through
Scholarship & Engagement*

13th Annual Conference

September 10 - 11, 2021

MARRIOTT DALLAS/FORT WORTH WESTLAKE
1301 Solana Boulevard, Building 3
Westlake, TX 76262

TABLE of CONTENTS

1. KESSA Leadership	1
2. About KESSA	2-3
3. President's Message	4-5
4. Keynote & Featured Speakers	6-8
▪ Amb. Lazarus O. Amayo, EBS	
▪ P.S. Amb. Simon Nabukwesi	
▪ Sam Bore, Ph.D.	
▪ Fredrick Muyia Nafukho, Ph.D.	
▪ Sherine Obare, Ph.D.	
▪ David Wachira, Ph.D.	
5. Conference and Student Sponsors	9-10
6. Meeting Rooms Map	10
7. Friday, September 10, 2021 Program (Sessions 1-12)	11-15
▪ <i>Conference Opening: H.E Lazarus O. Amayo</i> , Ambassador of the Republic of Kenya to the USA	
▪ Amb. Simon Nabukwesi : Principal Secretary, State Department of University Education and Research	
▪ <i>Keynote Address - Dr. David Wachira</i> : Public Sector Specialist, World Bank	
▪ KESSA 13th Dinner & Celebration	
▪ <i>Keynote Address: Dr. Sam Bore</i> : Associate Professor of Counseling and Chair, University of North Texas	
8. Saturday, September 11, 2021 Program (Sessions 13-21)	16-18
▪ <i>Keynote Address: Dr. Fredrick Muyia Nafukho</i> : Professor of Educational Administration and Human Resource Development and Associate Dean for Faculty Affairs, Texas A&M University	
▪ <i>Keynote Address: Dr. Sherine Obare</i> : Dean of the Joint School of Nanoscience and Nanoengineering, North Carolina A&T and University of North Carolina, Greensboro	
▪ KESSA Business Meeting	
▪ Celebration, Social and Dance	
9. Abstracts by Session	20-36
10. List of Conference Participants	37-38

KESSA Governing Council



Dr. Jerono P. Rotich
KESSA President



Dr. Patrick Mose
KESSA Vice President &
Webmaster



Dr. Rachel Ndonge
KESSA Secretary



Dr. Wakiuru Wamwara
KESSA Treasurer



Dr. Moses K. Ochanji
Assistant Secretary &
Regional Representative



Dr. Jonathan Choti
KESSA Organizing
Secretary & Regional
Representative



Dr. Rachel Boit
Regional Representative
& Student Competition



Prof. Penina Kamina
Regional Representative



Prof. Elimelda M. Onger
Membership Recruitment & Grants



Dr. Billystrom Jivetti
Regional Representative &
International Outreach



Dr. Jeremiah Asaka
Social Media & Publicity Manager



Prof. Imali Abala
KSR Journal Editor



Dr. Peter Kimosop
KSR Journal Assoc. Editor

Advisory Board



Prof. Kefa Otiso



Dr. Charles Manyara



Prof. Francis Koti



Dr. Maurice Amutabi



Prof. Faith Maina

About KESSA

Our Mission

Kenya Scholars and Studies Association (KESSA) is a not-for-profit, 501c (3) professional association established in the State of Ohio in the United States for the exclusive purpose of advancing scholarly and scientific research work in/on the Republic of Kenya. Its membership is drawn from all disciplines and persuasions. Donations to KESSA are federal tax deductible.

What We Do

- We build our members intellectually and professionally through mentorship, promotion of their scholarship and publications, and by hosting scholarly conferences and other professional networking forums for them.
- We contribute to Kenya's education policy
- We work to strengthen the role of the Kenyan diaspora and Kenyanist scholars in Kenya's and in the broader world's socioeconomic development
- We aspire to build individual and institutional scholarly partnerships between Kenya and the outside world
- We help to celebrate Kenya's heritage throughout the globe

Our Purpose

- To promote scholarly, scientific and research work in/on Kenya in all scholarly disciplines and persuasions.
- To promote and facilitate cooperation through the exchange of ideas and meaningful dialogue among groups and/or persons engaged in scholarly and scientific research work in/on Kenya.
- To encourage and facilitate the dissemination of information, publications, and other scholarly works on Kenya.
- To organize scholarly workshop panels, discussions, symposia, and conferences on Kenya.
- To raise funds in support of the foregoing activities.

Our History

KESSA was formed in 2008 by Profs. Kefa Otiso, Maurice Amutabi, Charles G. Manyara and Francis Koti to primarily promote the intellectual and professional interests and welfare of Kenyan Diaspora scholars and their associates. Moreover, KESSA seeks to promote scholarly, scientific and research work in/on Kenya in all scholarly disciplines and persuasions; promote and facilitate cooperation through the exchange of ideas and meaningful dialogue among groups and/or persons engaged in scholarly and scientific research work in/ on Kenya; encourage and facilitate the dissemination of information, publications, and other scholarly works on Kenya; organize scholarly workshop panels, discussions, symposia, and conferences on Kenya; and raise funds in support of the foregoing activities.

Since then KESSA has pursued these objectives by especially holding annual conferences, sponsoring the publication of edited book volumes, publishing annual conference proceedings, mentoring Kenyan diaspora students and aspiring scholars, and creating networking opportunities for its members. In that time, KESSA has become a one-stop-shop for its members. We have successfully mentored and helped many Kenyan diaspora students to gain advanced degrees and numerous Kenyan academics at home and in the diaspora to grow intellectually and professionally.

Our conferences have been held in Bowling Green, Ohio (2008-2013), Florence, Alabama (2014-2015), and at the Atlanta Marriott Marquis, Atlanta, GA (2016-2019). Some of our most momentous conferences were the 2008 inaugural conference; the 2013 conference that coincided with the Kenya @50 independence celebrations; and the 2017 conference that marked KESSA's 10th anniversary. Our annual student paper competitions have over the years proven to be effective tools for intellectually growing our student members.

Throughout our existence, our conferences have consistently attracted high caliber key note speakers including Wamwari Waichungo, Ph.D., Vice President Global Scientific & Regulatory Affairs; Joanna Masingila, Ph.D., Dean of the School of Education at Syracuse University and a professor of mathematics and mathematics education and F. George Njoroge, Ph.D., Senior Research Fellow, Eli Lilly. Jendayi Frazer, Ph.D., a onetime U.S. Assistant Secretary of State for African Affairs, Bureau of African Affairs, U.S. Department of State; all sitting Kenyan Ambassadors to the United States, notable scholars; senior Kenyan government officials including Members of Parliament, Senators, Ministers, Cabinet and Principal Secretaries. This year we are privileged to welcome, among others, Lazarus O. Amayo, EBS Ambassador of the Republic of Kenya to the United States, Sam Bore, Ph.D., Licensed Professional Counselor Supervisor (LPC-S) in the state of Texas, Amb. Simon Nabukwesi, Principal Secretary, State Department of University Education and Research, Fredrick Muyia Nafukho, Ph.D., Professor of Educational Administration and Human Resource Development and Associate Dean for Faculty Affairs, College of Education and Human Development at Texas A&M University, Sherine Obare, Ph.D., Dean of the Joint School of Nanoscience and Nanoengineering at the North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro and David Wachira, Ph.D., Public Sector Specialist, World Bank.

KESSA President's Message

On Behalf of the KESSA Executive, Governing, and the Advisory Board, I welcome you to the 13th Annual Kenya Scholars and Studies Association (KESSA) Conference in Dallas/Fort Worth Westlake. I am delighted that you have chosen to participate in this year's conference. Regrettably, as you are all aware, we could not hold the 2020 conference because of the COVID-19 pandemic disruptions. In place of our conference last year, we hosted monthly Zoom sessions, and we sincerely want to thank all those who presented their research and initiatives or participated in one way or the other.

We look forward to more KESSA monthly virtual engagements.

The COVID-19 pandemic has brought many challenges into our lives and those of our loved ones; please allow me to thank and congratulate each one of you for resiliently braving the uncharted waters. My heart and prayers go to those who lost loved ones or have loved ones who were impacted by the pandemic.

As we continue to brave this virus together, especially during this conference, we request that you observe all the CDC COVID-19 protocols that include wearing a face covering and practicing social distancing. Finally, please permit me to thank the Executive and the Governing Council for working tirelessly to host this year's conference successfully.

Since its inception, KESSA has made major strides in advancing scholarly, scientific, and research work in the Republic of Kenya and providing a forum for disseminating the knowledge generated. Through the effort of the Executive office, the Governing and Advisory Council, and friends and supporters, KESSA can proudly assert its goals.

The KESSA leadership anticipates that you would continue to maintain your membership and actively participate in the affairs and activities of the organization. We envision that KESSA shall become the "primary must-attend" conference for Diaspora scholars, students and professionals, and community leaders with research interests and innovative initiatives in Kenya. Indeed, together, "we can" make KESSA an outstanding and visible organization that attracts significant participation from all those who have a passion for studying the various topical issues in Kenya.

In pursuit of this great future for KESSA, the mantle of leadership has been passed on to and from dedicated and paid-up members.

Alongside these dedicated office bearers (Executive and Governing Council) are the Advisory Board and the Founding Fathers of KESSA, Profs. Kefa Otiso, Charles G. Manyara, and Francis Koti. We appreciate all of you for your mentorship and support that ensures that the organization is steered forward. Their role is to protect KESSA's long-term interests.

Let me also pay tribute to our dear members. Thank you for your continued subscriptions and participation in our annual conferences and the recently monthly Zoom sessions. Please continue to support KESSA as it endeavors to serve present and future generations. Volunteer your time and service to it; it is, after all, a charitable membership association.

Ladies and Gentlemen, hosting conferences and running KESSA effectively require partners. Therefore, for this 13th annual conference, I wish to acknowledge all our conference sponsors (listed on the program).

Ladies and Gentlemen, this conference also marks a time when some of our executive officer's term comes to an end. Our constitution allows a staggered election to allow for continuity. So, for this year, we will have some elections for some. The Advisory Board will lead the elections process. So kindly participate in the elections.

As we network and engage in this conference, my request to each member is you continue to volunteer your skills, time, and expertise to transform KESSA into a vibrant and dynamic organization. We will be back at this same venue for the 14th Annual conference in 2022; therefore, save the date on your calendar, prepare your research, and plan to bring a colleague or a student. There are many scholars out there, both here in the USA and even overseas, who are looking out for opportunities to attend conferences. Let us reach out and bring them here. I also appeal to those who are here this year to commit to being back in 2022. We can only grow if we retain the current membership and add more members. So, let us get out and harvest more scholars for KESSA!

Thank you again for attending the 2021 Annual Conference and for providing our team the opportunity to serve you.

Have a wonderful time and be blessed as you build your professional and social networks throughout our stay here!

Very Respectfully

Jerono Phylis Rotich

Featured Speakers



H.E. Lazarus O. Amayo, EBS, Ambassador of the Republic of Kenya to the United States has held several senior public positions before his current assignment, among them; Ambassador/Permanent Representative to the United Nations (May 2018 – June 2020), High Commissioner of Kenya to the United Kingdom (August 2014 – April 2018), the Permanent Representative of Kenya to the International Maritime Organization (IMO) and the Commonwealth Organization. He was the Director for Europe and Commonwealth Division at the Ministry of Foreign Affairs and International

Trade (June 2010 – July 2014), High Commissioner of Kenya to Zambia and Malawi and Permanent Representative to COMESA (July 2006 – June 2010), Ag. Permanent Secretary, Ministry of Foreign Affairs (March 2006 – July 2006); Director of Administration (May 2005 – March 2006) and Head of International Organizations and Conferences (Multilateral Relations) Division in the same Ministry (April 2004 – April 2005). He was also Kenya's High Commissioner to India with concurrent accreditation to Sri Lanka, Bangladesh and Singapore from (February 1999 – April 2004).

Prior to diplomatic service, Ambassador Amayo served as Chief Executive Officer (CEO)/Managing Director of Catering Levy Trustees (a parastatal in Kenya) from 1993 – 1997. He was elected as Member of Parliament for Karachuonyo Constituency in the Kenya National Assembly (6th Parliament 1989 – 1992) and appointed an Assistant Minister, Ministry of Education during the same period. He also worked as a Personnel Officer, Senior Personnel Officer and Principal Personnel Officer with the Kenya Posts and Telecommunications Corporation (1981 – 1989). He began his working career with the Teacher's Service Commission (TSC) as a Secondary School Teacher at Ogande Girls High School in 1979.

He holds a Master of Arts degree (MA) in Political Science from the University of Delhi and of Bachelor of Liberal Arts degree from Spicer Memorial College in India. He trained in Management and International Relations in Kenya, the UK and India.

He is also a member of the Kenya Institute of Management (MKIM), a Member of the Institute of Human Resource and a Member of the Commonwealth Parliamentary Association (CPA). Ambassador Amayo has widely traveled and represented Kenya in many regional and international conferences. He is married and has three children. He enjoys reading, tennis and chess.



Amb. Simon Nabukwesi, Principal Secretary, State Department of University Education and Research has a B. Ed, M. Ed. in Education Planning and Management and MA in International Project Management. He is a Ph.D. Candidate in International Project Management. In addition to this, he has a Diploma Level training in Institutional Management at Hiroshima University, Japan and a Pre-university Training at the National Youth Service (1986). With this training, Simon has had a successful career as a High School Teacher, as a Deputy Principal and Principal in a span of twenty years (1989-2009). He has also served as Kenya's High Commissioner to Canada and Ambassador Plenipotentiary and Extra-ordinary to Cuba. His eleven (11) years of service as a diplomat included being the Director of Foreign Service Institute which he

worked to transform into the Foreign Service Academy for training Junior Diplomats, Middle-level Diplomats, Senior Diplomats and eight (8) Cohorts of Ambassadors whom he took through induction courses. The Foreign Service Academy served as a soft power tool for the government by training diplomats and ambassadors from Eastern, Central and Southern Africa in addition to coordination of scholarships from friendly nations. This made members of the Association of directors of Foreign Service

Academies from the IGAD Region to vote for Nabukwesi to be their Chairperson, from 2016 to 2019 when he left the Academy to head the Europe and Commonwealth Directorate in the Ministry of Foreign Affairs. Amb. Nabukwesi was appointed to the position of Principal Secretary, State Department of University Education and Research with effect from 28th February 2020. He is optimistic about working with all stakeholders to improve University Education and Research.



Sam Bore, Ph.D. Associate Professor of Counseling and Chair, University of North Texas is a Licensed Professional Counselor Supervisor (LPC-S) in the state of Texas specializing in counseling with individuals, couples, families, and teenagers. Dr. Bore holds a Ph.D. in Counseling with a specialization in child/adolescent and marriage/family counseling from Texas A&M University-Commerce. Currently, Dr. Bore is an Associate Professor of Counseling and Chair of the Counseling Program at the University of North Texas, Dallas as well as in private practice. He is involved in research on immigrants and has extensive experience working with immigrants from diverse backgrounds. A

native of Kenya, Dr. Bore is a popular presenter in conferences, churches, workshops, and small groups where he addresses a wide variety of topics of interest to immigrants.



Fredrick Muyia Nafukho, Ph.D., Professor of Educational Administration and Human Resource Development and Associate Dean for Faculty Affairs.

Dr. Nafukho is a Professor of Educational Administration and Human Resource Development and Associate Dean for Faculty Affairs, College of Education and Human Development at Texas A&M University. Dr. Nafukho earned his Ph.D. in Leadership and Human Resource Development from Louisiana State University, M.Ed. in Economics of Education and B. Ed in Business Studies and Economics from Kenyatta University, Kenya. He attended Harvard's Management Development Program (MDP) offered by Harvard Institutes for Higher Education. Dr. Nafukho has received numerous awards in recognition

of his scholarship including the Fulbright Scholarship in 1996, Outstanding HRD Scholar Award in 2019, the Carnegie African Diaspora Fellowship in 2016, Outstanding Paper, Academy of Human Resource Development, Asian Chapter in 2019, Distinguished International Scholar Award, Louisiana State University in 1997, Arkansas Business Teacher Educator of the Year Award in 2004, Cutting Edge Award for the Outstanding Papers, Academy of Human Resource Development in 2005, and Outstanding New Faculty Award, College of Education and Human Development at Texas A&M University in 2008. Dr. Nafukho's research focuses on educational policy analysis within international and comparative education, investment in human capital development, emotional intelligence and leadership development, organizational development and change, transfer of learning, organizational learning and e-learning. He has authored, co-authored/edited over 100 books, book chapters, and refereed journal articles. He has served as a consultant with the UNDP, WHO and UNESCO and as a lead consultant for 15 Southern African Development Community (SADC) countries on a Four Sector Open and Distance Learning (ODEL) Research Project. Dr. Nafukho has received numerous grant funding to support his research and graduate students.



Dr. Sherine Obare, Dean of the Joint School of Nanoscience and Nanoengineering is the Dean of the Joint School of Nanoscience and Nanoengineering at the North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro. She is also a Full Professor of Nanoscience at the University of North Carolina at Greensboro. She received a B.S. in Chemistry from West Virginia State University, obtained a Ph.D. in Chemistry from the University of South Carolina, and was a Camille and Henry Dreyfus Postdoctoral fellow at Johns Hopkins University before beginning her academic career. Obare was an Assistant, Associate and Full professor of Chemistry at Western Michigan University (WMU) from 2004-2014. In 2015 she became the Associate Dean for Research in the College of Arts and Sciences at WMU. In 2016-2018, she served as WMU's Associate Vice President for Research.

Obare is an Environmental Chemist whose research focuses on the detection and remediation of environmental contaminants as well as understanding the fate, transport and toxicity of anthropogenic nanomaterials. Her research program has been funded by the National Science Foundation (NSF), the Department of Defense, the National Institutes of Health and the Department of Education, among others. She serves as the Program Chair for the American Chemical Society's Division of Environmental Chemistry and is also Chair-Elect for the Division (2020-2022). She has published over 100 articles. She is the co-editor of two new books titled "Green Technologies for the Environment" and the "Power and Promise of Early Research". She has trained over 100 students in her laboratory and is the recipient of the 2009 IUPAC Young Observer Award, the NSF CAREER award, and the NSF Division of Materials Research American Competitiveness and Innovation (ACI) Fellowship. In 2013, Obare was named as one of the top 25 Women Professors in Michigan. In 2019, she was elected as a Fellow of the American Chemical Society. The Triad Business Journal recognized Obare as a *Triad Power Player* in 2019 and 2020, as an *Outstanding Women in Business* in 2020, and was named 2021 Trailblazer by *Chemical and Engineering News*.



David Wachira, Ph.D., Public Sector Specialist, World Bank is a speaker, mentor, philanthropist and fintech entrepreneur. His passion is largely focused on the youth, where he is committed to helping create a world in which they can actively manifest their dreams and gifts into reality. In 2014, he established the Wachira Endowment for Public Service to provide scholarships and grants to university students; and in 2017 he co-founded the Youth Engagement Society (YES), to empower the youth through connections with successful role models by providing resources and opportunities to network with leaders and young professionals from various settings and careers.

Dr. Wachira is currently a Public Sector Specialist at the World Bank and served as the co-Secretary for the World Bank Group's Youth to Youth. He is also the co-founder and managing director of fintech startup Wayapay. Prior to joining the World Bank, he taught public policy in the political science department at Southern Methodist University (SMU). He also served as a teaching fellow in public finance, bureaucracy and public administration at the University of North Texas and as an assistant professor of history and economics at Wiley College. Dr. Wachira holds a bachelor's degree in Political Science and History, a master's degree in History and a Ph.D. in Public Administration and Management, with an emphasis in Public Finance and Public Management. He also has several publications on transparency, e-government, organizational culture, fiscal sustainability, and spending efficiency.

Conference Sponsors

World Remit



Kenya Commercial Bank



Institutional Sponsorships

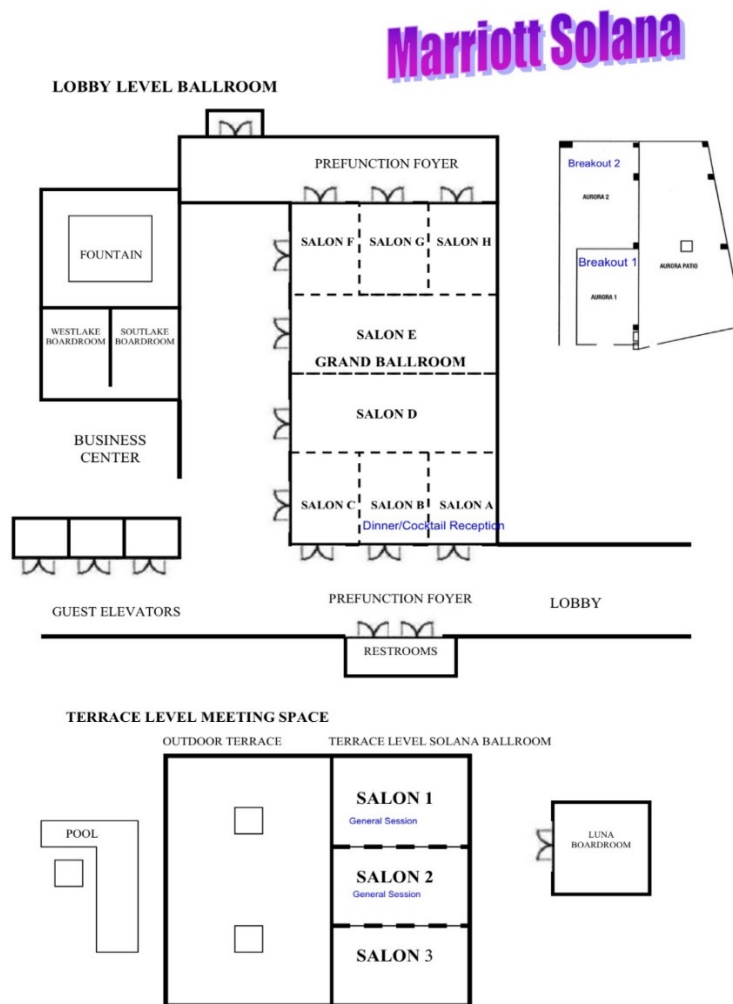
- Bowling Green State University, OH
- California State University, CA
- Lukenya University, Kenya
- Michigan State University, MI
- Middle Tennessee State University, TN
- Montgomery College, MD
- North Carolina A & T State University, OH
- North Carolina Central University, NC
- Ohio Dominican University, Columbus, OH
- Ohio University, OH
- Radford University, Radford VA
- Sam Houston State University, TX
- State University of New York, Oneonta, NY
- Texas Tech University, TX
- University of New Mexico, Albuquerque, NM
- University of North Carolina, Greensboro, NC
- Wright State University, OH
- Youngstown State University, OH



Student Sponsors

Opande Law Firm, Houston, TX
 Dr. Jonathan Choti, Michigan State University
 Prof. Francis Koti, Middle Tennessee State University
 Prof. Elimelda Onger, North Carolina A & T State University
 Prof. Wakiuru Wamwara
 Dr. David Felix, Chrysler Corporation
 Kenya Students in Diaspora (KESID)

Meeting Rooms Map




Conference Program

<p>Marriott Solana</p> <p>1301 Solana Blvd Building 3, Westlake, TX 76262. Phone: (817) 430-5000</p>	
<p>THURSDAY, SEPTEMBER 9, 2021</p> <p>6:00-9:00 PM: “Meet and Greet” – Outdoor Terrace</p>	
<p>DAY 1: FRIDAY, SEPTEMBER 10, 2021</p>	
7:30 – 8:30 AM	Registration – Terrace Level
8:20 – 8:30 AM	<p>Conference Opening – Terrace Level Solana Ballroom</p> <p>Opening Remarks – Jerono Rotich (KESSA President)</p>
8:30 – 9:00 AM	<p>H.E. Lazarus O. Amayo, Ambassador of Kenya to the USA, Washington, DC.</p> <p>Welcomes participants and opens conference.</p>
9:00 – 9:30 AM	<p>P.S. Amb. Simon Nabukwesi, Principal Secretary, State Department of University Education and Research, Kenya.</p> <p>Introduction of Kenyan delegation & message from the Ministry of Education</p>
9:30 - 9:35 AM	<p>KESSA President</p> <p>Accomplishments and celebrations:</p> <ul style="list-style-type: none"> ▪ KESSA Authors ▪ Awards & Fellowship ▪ Leadership
<p>PANEL SESSIONS 1 & 2: 9:40 – 10:40 AM</p>	
<p><i>PANEL SESSION 1: Academic Leadership Ambitions: Debunking Myths and ‘Talking up’ Mid-Career Foreign-born Faculty</i></p> <p>9:40 – 10:40 AM, Solana Ballroom</p> <p>Moderator: Francis T. Koti – Middle Tennessee State University</p>	
Panelists	<p>Francis T. Koti – Middle Tennessee State University</p> <p>Charles G. Manyara – Radford University</p> <p>Jerono Rotich – North Carolina Central University</p> <p>Shadrack Nasong'o – Rhodes College</p>
<p><i>PANEL SESSION 2: The Impact of Covid-19 on Academic and Research Agenda: Narratives from African Scholars in the Diaspora</i></p> <p>9:40 – 10:40 AM, Aurora 1</p> <p>Moderator: Dorothy Rombo – State University of New York, Oneonta</p>	

Panelists	<p>Dorothy Rombo – State University of New York, Oneonta</p> <p>James Muruthi – University of Oregon</p> <p>Janet M'mbaha-Zarnesky – Alabama A & M University</p> <p>Janet Okoko – University of Saskatchewan</p> <p>Penina Kamina – State University of New York, Oneonta</p> <p>Leonora Anyango – Community College of Allegheny County</p>
10:40 – 11:00 AM: COFFEE BREAK & TRANSITION TO KEYNOTE ADDRESS, Solana Ballroom	
11:00 – 11:45 AM	<p>KEYNOTE ADDRESS</p> <p><i>Opportunity to Influences: From Kayole to the World Bank</i></p> <p>Dr. David Wachira</p> <p>Public Sector Specialist, World Bank</p>
11:45 – 11:55 AM: TRANSITION TO CONCURRENT SESSIONS 3 & 4	
<p><i>SESSION 3: Scientific Explorations and Livelihood Problems</i></p> <p>11:55 AM – 12:55 PM, Solana Ballroom</p> <p>Chair: Isaac Sitienei – Austin Peay State University</p>	
11:55 – 12:15	<p>Complementary Application of Computational and Experimental Aspects in Structure-based Rational Drug Design</p> <p>Patrick Ochieng – Oakwood University</p>
12:15 – 12:35	<p>Agriculture and Food Security Situation in Kenya</p> <p>Isaac Sitienei – Austin Peay State University</p>
12:35 – 12:55	<p>Heat Acclimation Techniques Used by Elite Middle-And-Long Distance Runners</p> <p>Erick K. Kigen – Middle Tennessee State University</p>
<p><i>SESSION 4: Globalization, Cultural Diversity and Inclusion</i></p> <p>11:55 AM – 12:55 PM, Aurora 1</p> <p>Chair: Peter Kimosop – Youngstown State University</p>	
11:55 – 12:15	<p>Sub-Nationalism and the Deactivation of Cancel Culture in Kenya</p> <p>Eric E. Otenyo – Northern Arizona University</p>
12:15 – 12:35	<p>Contemporary Return Migration of the African Diaspora to Africa</p> <p>Frankline Matanji – University of Iowa; Kefa Otiso – Bowling Green State University</p>
12:35 – 12:55	<p>Will the Long-Awaited Africa's Demographic Dividend Materialize? A Case Study on Kenya</p>

	Peter Kimosop – Youngstown State University; Kennedy Chesoli – CHOICE Regional Health Network
12:55 – 1:00 PM: TRANSITION TO CONCURRENT SESSIONS 5 & 6	
<i>SESSION 5: Citizenship, Governance, Political Process and Discourse</i> 1:00 – 2:00 PM, Solana Ballroom Chair: Jeremiah Asaka – Sam Houston State University	
1:00 – 1:20	Electoral Violence in Kenya and the Promise of the BBI: Antidote or Poison? Wanjala S. Nasong’o – Rhodes College
1:20 – 1:40	“Africans see Hitler Menace”: An Intellectual History of WWII in Colonial Nigeria, 1939-1945 Waliu Ismaila – West Virginia University
1:40 – 2:00	Perpetrators of Terrorism in Kenya: A Comparative Analysis Jeremiah Asaka – Sam Houston State University
<i>SESSION 6: Healthcare, Personal Health and Related Issues</i> 1:00 – 2:00 PM, Aurora 1 Chair: Joseph Otundo – University of Arkansas	
1:00 – 1:20	Effects of the COVID-19 Pandemic on Reproductive and Maternal Health in Kenya Sylvia Ayieko – University of Texas Health Science Center– Houston
1:20 – 1:40	Role of Focus Strategy in Performance of NHIF Accredited Hospitals in Kenya Grace Ochodo – Jomo Kenyatta University of Science and Technology
1:40 – 2:00	Impact of Underemployment on Personal Health Among Immigrants in the United States Joseph Otundo – University of Arkansas; Jane Opiri – University of Arkansas
2:00 – 2:10 PM TRANSITION TO CONCURRENT SESSIONS 7 & 8	
<i>SESSION 7: Business and Entrepreneurship Opportunities</i> 2:10 – 3:10 PM, Solana Ballroom Chair: Wakiuru Wamwara – Wright State University	
2:10 – 2:30	Abolishing Public Boarding Schools in Kenya: A critical assessment of the policy and societal readiness Charles G. Manyara – Radford University, Radford VA.
2:30 – 2:50	Impact of Covid-19 Pandemic on the Construction Supply Chain in Kenya James O. Kereri – University of Central Missouri; Lameck Onsarigo – Kent State University

2:50 – 3:10	Intellectual Property Rights and Public Goods: Cultural Appropriation in Kenya Wakiuru Wamwara – Wright State University
SESSION 8: Family Dynamics, Relationships and Gender	
2:10 – 3:10 PM, Aurora 1	
Chair: Steve Muchiri – Eastern Connecticut State University	
2:10 – 2:30	The Elderly’s Perception of their Relationship with Adult Children in Kenya Dorothy Rombo – State University of New York, Oneonta
2:30 – 2:50	Designing of Apparel Using Collaborative Customization Affect Women’s Self-Esteem and Self-Confidence Jane Opiri – University of Arkansas
2:50 – 3:10	Teen Birth, Fertility, and Intimate Partner Violence in Kenya Steve Muchiri – Eastern Connecticut State University
3:10 – 3:20 PM: TRANSITION TO CONCURRENT SESSIONS 9 & 10	
SESSION 9: Special Topics	
3:20 – 4:40 PM, Solana Ballroom	
Chair: Rachel Ndonye – Montgomery College	
3:20 – 3:40	2019 Census Geographies of Religion in Kenya Kefa Otiso – Bowling Green State University
3:40 – 4:00	Potential Use of Mass Timber in Construction of Mid-rise Structures in Kenya Lameck Onsarigo – Kent State University; James O. Kereri – University of Central Missouri
4:00-4:20	The Effect of Tax Exemption Policies on the Growth of Social Enterprises in Kenya: A Case of Social Enterprises in Nairobi County Steve Lombo – Jomo Kenyatta University of Agriculture and Technology
4:20 – 4:40	Preventing Workplace Burnout Rachel Ndonye – Montgomery College
SESSION 10: Education, Innovation, Pedagogy and Technology	
3:20 – 4:40 PM, Aurora 1	
Chair: Nyabuto Choti – Michigan State University	
3:20 – 3:40	Pedagogical Approaches for Generation Z: Characteristics and Strategies Joseph Otundo – University of Arkansas; Jane Opiri – University of Arkansas
3:40 – 4:00	Empowerment, Enterprise Learning, and Entrepreneurship Teresa Wasonga – Northern Illinois University

4:00 – 4:20	Breaking Boundaries Through Cross-country Teaching Collaborations Bertha Saldana De Jesus – Millersville University
4:20 – 4:40	Why and How to Teach Swahili Proverbs Nyabuto Choti – Michigan State University
4:40 – 4:45 PM: TRANSITION TO SESSION 11	
PANEL SESSION 11: Group Photo 4:40 – 5:00 PM, Lobby	
TRANSITION TO SESSION 12 – DINNER AND KEYNOTE ADDRESS	
SESSION 12: Dinner & Keynote Address 6:00 PM – 9:00 PM, Lobby Level Salon A, B Chair: Jerono Rotich	
6:00 – 7:30 PM	Dinner “Transfer Your Chance to Learn Award Ceremony” Powered by World Remit
7:30 – 8:30 PM	KEYNOTE ADDRESS <i>It is Okay, Not to be Okay</i> Dr. Sam Bore Associate Professor of Counseling and Chair, University of North Texas

DAY 2: SATURDAY, SEPTEMBER 11, 2021	
Marriott Solana 1301 Solana Blvd Building 3, Westlake, TX 76262. Phone: (817) 430-5000	
8:30 – 9:00 AM: Registration – Terrace Level	
8:50 – 9:00 AM: TRANSITION TO CONCURRENT SESSIONS 13 & 14	
PANEL SESSION 13: International Students: Confronting and Navigating the Covid-19 Pandemic Turbulence 9:00 – 10:00 AM, Solana Ballroom Moderator: Jerono P Rotich – North Carolina Central University	
Panelists	Jerono P Rotich – North Carolina Central University Erick K. Kigen – Middle Tennessee State University Gilbert Makomere – Oklahoma State University
PANEL SESSION 14: Unpacking COVID-19 Pandemic: A Critical Conscious Approach in Re-conceptualizing “The New Normal” in Kenyan Education System 9:00 – 10:00 AM, Aurora 1 Moderator: Philliph M. Mutisya – North Carolina Central University	
Panelists	Philliph M. Mutisya – North Carolina Central University Christopher Kimaru - North Carolina Central University
10:00 – 10:15 AM: COFFEE BREAK & TRANSITION TO KEYNOTE ADDRESS, Solana Ballroom	
10:15 – 11:00 AM	KEYNOTE ADDRESS <i>Promoting Faculty Research Productivity and Impact: The Case of Selected Leading Public Universities in Kenya</i> Dr. Fredrick Muyia Nafukho Professor of Educational Administration and Human Resource Development and Associate Dean for Faculty Affairs, Texas A&M University
11:00 – 11:15 AM: TRANSITION TO CONCURRENT PANEL SESSIONS 15 & 16	
PANEL SESSION 15: Contemporary Topics 11:15 AM – 12:15 PM, Solana Ballroom Chair: James Muruthi – University of Oregon	
11:15 – 11:35	Machine Learning and Artificial Intelligence: Ethics & Fairness Richard Wanjohi – USDA
11:35 – 11:55	Social Media and Kenya’s ‘hustler nation’: Exploiting or addressing the poor and the unemployed in national politics? Charles G. Manyara – Radford University, Radford VA

11:55 – 12:15	The Growing Burden of Non-communicable Diseases in Kenya: Towards Social Capital Health Interventions James Muruthi – University of Oregon
PANEL SESSION 16: Malaika as a Signification of the Universality of Musical Expression 11:15 AM – 12:15 PM, Aurora 1 Moderator: Sylvester Makobi – Indiana University	
Panelists	Sylvester Makobi – Indiana University Berbra Masai – Kabarak University
12:15 – 12:30 PM: TRANSITION TO CONCURRENT SESSIONS 17 & 18	
SESSION 17: Internationalization and Higher Education 12:30 – 1:30 PM, Solana Ballroom Chair: Janet Musimbi M’mbaha-Zarnesky – Alabama A & M University	
12:30 – 12:50	Improving Secondary Schools in Kenya Through Partnerships Teresa Wasonga – Northern Illinois University; Ximena Burgin – Northern Illinois University; Mayra Daniel – Northern Illinois University
12:50 – 1:10	African Music and Intercultural Education: Lessons from Tunaweza Kimuziki Projects in Bloomington Indiana Wilson Shitandi – Kabarak University
1:10 – 1:30	Immigrant Students in Schools: Challenges Faced and Suggestions Put Forth to Meet Their Education Needs Janet Musimbi M’mbaha-Zarnesky – Alabama A & M University
SESSION 18: Performing Arts, Gender and Persons with Disabilities 12:30 – 1:30 PM, Aurora 1 Chair: Leonora Anyango – Community College of Allegheny County	
12:30 – 12:50	Ngugi wa Thiong’o’s “Open Air Theatre”: A Writer’s Conflict with the State over Performance Space Denis Waswa – Louisiana State University
12:50 – 1:10	Ecological Factors of Child Sexual Abuse Disclosure at Thika Level 5 Hospital in Kiambu County, Kenya Eunice Menja – Kenyatta University
1:10 – 1:30	Gazing at the Stars: Blind Women, Education and Career in Kenya Leonora Anyango – Community College of Allegheny County
1:30 – 1:35 PM: TRANSITION TO SESSION 19	

PANEL SESSION 19: Kenyan Delegation	
1:35 – 2:35 PM, Solana Ballroom	
Head of Delegation: Amb. Simon Wanyama Nabukwesi, PS Ministry of Education PS University Education & Research	
Delegates	<ul style="list-style-type: none"> ▪ Dr. Darius Ogutu Mogaka, Director University Education - MoE, State Department of University Education. ▪ Dr. Tony Omwansa, CEO Kenya Innovations Agency, (KeNIA) ▪ Mr. Lukes Kundu Shiroya – Deputy Director Quality Assurance and Standards and PA to the PS University Education and Research. ▪ Prof. Geoffrey Muluvi, VC South-Eastern University of and Chairman Committee of Public Universities, Kenya. ▪ Mr. Charles M. Ringera, CEO Higher Education Loan Board, Kenya. ▪ Ms. Oyiro Rebecca Achieng', Higher Education Loan Board, Kenya.
2:35 – 2:40 AM: TRANSITION TO SPONSOR PRESENTATION, Solana Ballroom	
2:40 – 3:00 PM	Kenya Commercial Bank (KCB), Solana Ballroom We are your partner. We share your vision. Go Ahead!
3:00 – 3:05 AM: TRANSITION TO KEYNOTE ADDRESS, Solana Ballroom	
3:05– 3:45	KEYNOTE ADDRESS <i>Networking</i> Dr. Sherine Obare Dean of the Joint School of Nanoscience and Nanoengineering, North Carolina Agricultural and Technical State University and the University of North Carolina at Greensboro.
3:45 – 3:50 PM TRANSITION TO SESSION 20	
SESSION 20: PLENARY SESSION – KESSA BUSINESS MEETING	
3:50 – 4:45 PM, Solana Ballroom	
Chair: Jerono Rotich	
<ul style="list-style-type: none"> ▪ Treasurer’s Report ▪ Student Competition Report and Awards ▪ President’s Report ▪ KESSA Elections – Dr. Eric Otenyo & KESSA Advisory Board 	
4:45 – 6:00 PM: Break for Dinner (on your own)	
SESSION 21: CELEBRATION AND COMMUNITY OUTREACH – Networking, Music & Entertainment	
6:00 – 11:00 PM, Lobby Level Salon A, B	

--Intentionally blank page --

ABSTRACTS

Abstracts by Session - DAY 1

Session 1: 9:40 – 10:40 AM, Solana Ballroom

Academic Leadership Ambitions: Debunking Myths and ‘Talking up’ Mid-Career Foreign-born Faculty

The number of foreign-born faculty (FBF) in or with aspirations for academic leadership positions in American universities is abysmally small. The literature is replete with reasons why FBF generally shy away from academic leadership. From cultural differences, lack of confidence, fear of failure, language barrier, intimidation by the pressure of leadership itself, to lack of support from their American colleagues, threat to their own scholarship, to assumptions that academic leadership is the preserve of their American colleagues – just to name but a few. Regardless of the reason to shun leadership, reality is that the mentorship framework for FBF to pursue academic leadership is weak at best or lacking altogether. This panel will bring together foreign-born academic leaders and mid-career FBF to share resources, experiences and explore best practices for mid-career FBF mentorship and academic leadership preparation. It is expected that current leaders will share experiences and gain insights into best practices regarding mid-career faculty mentorship and department leadership preparation. On the other hand, mid-career FBF will learn about positive aspects of academic leadership, available resources, and debunk myths about common leadership (mis)perceptions.

Keywords: Foreign-born faculty; academic leadership, mentorship

Francis T. Koti – Middle Tennessee State University; Charles G. Manyara – Radford University; Jerono Rotich – North Carolina Central University; Shadrack Nasong'o – Rhodes College

Session 2: 9:40 – 10:40 AM, Aurora 1

The Impact of Covid-19 on Academic and Research Agenda: Narratives from African Scholars in the Diaspora

COVID-19 has created a global pandemic creating changes in the many spheres of life. Economies, social order in human services and freedoms that were gained have been disrupted, reconfigured, abandoned and recreated in response to the pandemic. The panel members will rely on life course analysis to identify the turning point in the research agenda as a response to covid-19. The results will show the impact of the COVID-19 pandemic on individuals' academic and research agenda thereby building on both the direct and indirect impact of COVID-19. The contribution can expand the inclusivity of different dimensions of the impact. Additionally, considering the impact of COVID-19 can lead to a nuanced analysis that is necessary for innovative and productive scholarship. This roundtable discussion will bring together scholars interested in human development and family studies, sports management and kinesiology, educational leadership, human resource development and mathematics education. The panelists will then discuss their commonalities and differences and respond to questions from the audience. This round table discussion will be guided by the following three questions: What is your research agenda? What theories inform your research agenda? How has covid-19 influenced your research agenda?

Anne Namatsi Lutomia – Purdue University; Dorothy Rombo – State University of New York, Oneonta; James Muruthi – University of Oregon; Janet M'mbaha-Zarnesky – Alabama A & M University; Janet Okoko – University of Saskatchewan; Penina Kamina – State University of New York, Oneonta; Leonora Anyango – Community College of Allegheny County

Session 3: 11:55 AM – 12:55 PM, Solana Ballroom

Complementary Application of Computational and Experimental Aspects in Structure-based Rational Drug Design

Drug discovery is a complex process that is usually approached at the molecular level to increase its chances of success. In many discoveries, the process can take several years to actualize. In many cases, this is achieved through the collaboration of several scientists with varied scientific backgrounds. Critical to the success of this process is the molecular understanding of chemical and biochemical structures which directs the structure-based drug design. Drug discovery begins with understanding the target. The question that a scientist must ask is which specific enzyme, protein or nucleotide is the target? Once this is established the structure-based discovery is initiated followed by a series of optimizations and pre-clinical studies to identify the best compound(s) that meets the criteria for drug development. In the recent past, computational and experimental approaches have been explored to expedite the drug discovery process. Knowing the target structure is necessary to exploit effective tools such as structure-based virtual screening and initiating interactions between possible drug molecules with targets. Here, I will provide insights on how experimental and computational approaches can be used in tandem to achieve this goal. Computational approach can accelerate the process, but the experimental approach remains the 'gold' standard for validating any structure-based drug discovery process.

Patrick Ochieng – Oakwood University

Agriculture and Food Security Situation in Kenya

Agriculture is the base for food security and the main source of livelihood for approximately 85% of the Kenyan population. In Kenya, agriculture accounts for 65% of the national exports, about 33% of Kenya's Gross Domestic Product, employs more than 40% of the total population and 70% of informal employment in rural Kenya (Recha 2018; USAID 2021). Despite the high dependence on the sector, agriculture remains one of the most vulnerable sectors and is set to continue being exposed to the impacts of climate variability and change, low incentives to intensification, poor market access, unfavorable topography, poor soils, and inadequate policies (Edame et al. 2011; FAO 2008). The COVID-19 pandemic has had far-reaching impacts on most sectors of the economy—further compounding the problem of food insecurity. This study provides a comprehensive review of the role of agriculture in addressing food security problems in Kenya and how farmers have been affected by the COVID-19 pandemic.

Isaac Sitienei – Austin Peay State University

Heat Acclimation Techniques Used by Elite Middle-And-Long Distance Runners

Several major distance running events are held each year in a hot environment, including Summer Olympic Games and World Championships. The 2021 Tokyo Olympics in Japan was not an exception, it was hot and humid which imposed physiological challenges to the elite runners and presumably impacted athlete's optimum endurance performance and exposed the exertional heat illnesses (EHI). Several heat acclimation techniques might have been utilized by several athletes and facilitated by respective athletic federations. However, there is less evidence on the efficacy of the heat acclimation (HA) techniques used. This study will investigate different techniques used by long-distance runners to prepare for competitions in hot and humid conditions. The purpose of this study is to determine the most frequently used HA techniques implemented by elite middle-and-long distance runners in the United States and Kenya and to determine how effective the runners perceive the techniques to be. There have been several research studies on techniques used to produce Heat acclimation (HA). These HA techniques include training elite runners in the natural environment, use of sauna bathing, hot water immersion (HWI), heat chamber, and use of excess clothing. Exercising in additional or insulative clothing as a strategy to induce heat

adaptation has not been well explored. The findings of this study will lead to the evaluation of overdressing protocols as a strategy of heat acclimation which provides a low-cost and practical model for elite runners seeking to improve endurance performance in a hot and humid environment.

Erick K. Kigen – Middle Tennessee State University

Session 4: 11:55 AM – 12:55 PM, Aurora 1

Sub-Nationalism and the Deactivation of Cancel Culture in Kenya

National student consciousness of the 1970s and 80 at Kenya's universities has eroded. The result is a general deactivation of the power (ruling) elite's project to build a coherent nation. As student activism elsewhere increasingly strive to erase colonial memorials, those in Kenya appear tepid and disengaged. The goal of this research is to suggest reasons for the disjuncture between university students in Kenya and those in other parts of Africa.

Keywords: cancel culture, ethnonationalism, tribalism, colonial monuments, student activism

Eric E. Otenyo – Northern Arizona University

Contemporary Return Migration of the African Diaspora to Africa

African immigration to the United States of America either as slaves or as voluntary migrants seeking a better quality of life has taken center stage. Nevertheless, there is now significant return migration of African diasporas to their African motherland. Grounded on return migration theory, we examine the motivating factors behind contemporary African diaspora return migration to the African continent and its impact on the same. Return migration is a situation where migrants voluntarily return to their ancestral land, usually after a substantial period abroad. In addition to the usual return of the African diaspora to Africa, after being abroad for a while, there is also a developing trend where African Americans are returning to Africa either to visit, settle or invest. In this regard, Ghana leads other African nations in welcoming African Americans and the African diaspora in general back to Africa. Drawing on secondary data such as news reports and data from the Ghana Immigration Service (GIS), we find that factors such as anti-black racism in the US, Africa's rapid economic development in recent decades, the growing presence of alternative media that is against the Western media's Afro-pessimism, the need to reconnect with their ancestral land, and the need for return migrants to invest in Africa are among the reasons behind this return. This return is projected to have an immense economic impact on the African continent including Kenya in the days to come.

Frankline Matanji – University of Iowa; Kefa Otiso – Bowling Green State University

Will the Long-Awaited Africa's Demographic Dividend Materialize? A Case Study on Kenya

This study employs Cohort-Change Ratios (CCRs) in examining Kenya's population migration flows, and the Age-Dependency Ratios (ADRs) to evaluate dependency burdens. It seeks to position knowledge of spatial distributions of different age groups in socio-economic planning and development in health, labor, social security, and education sectors. It is premised on evidence that Kenya's rapid population growth, which has risen from about 11 million in 1969 to about 54 million in 2021, can be easily attributed to a range of socio-economic, political, and environmental dissimilarities existing across the nation. Like in other African countries, Kenya's youthful population will soon usher in a large working cohort accompanied by fewer dependents (young children and retirees) in a situation widely expected to deliver a demographic dividend. Using census data for 1979, 1989, 1999, 2009, and 2019, this study examines the possibility of this favorable outcome by examining the following age groups: 0–14, 20–29, and 65+ that represent children, job seekers and the elderly, respectively.

Session 5: 1:00 – 2:00 PM, Solana Ballroom

[Electoral Violence in Kenya and the Promise of the BBI: Antidote or Poison?](#)

Since the advent of multiparty electoral politics in Kenya in 1992, every election has been preceded and followed by violence defined in identity terms. The worst post-election violence in the country followed the elections of 2007 in which more than 1,300 people were killed and more than 600,000 displaced. Even after the promulgation of a new liberal constitution in August 2010, the subsequent elections of 2013 and 2017 were marred by allegations of rigging and occasioned violence both in the run-up and, most seriously, in the aftermath of the elections. In March 2018 President Uhuru Kenyatta and his political opponent in the 2017 presidential election, Raila Odinga, reached a rapprochement symbolized by the celebrated ‘handshake’ on the steps of Harambee House. Following the ‘handshake’, the two leaders hatched the Building Bridges Initiative (BBI) intended to “unite the country and set in motion a process to identify the comprehensive changes that will strengthen the rule of law, unite Kenyans, deepen our constitutionalism, and launch a comprehensive reform process to consolidate... peace, security, and unity.” This paper seeks to examine the BBI’s promise to unite the country and end the specter of postelection violence with a particular focus on its proposed political reforms and constitutional changes. The paper argues that the BBI is neither an exercise in building bridges nor an antidote to the country’s disunity and its penchant for post-election violence. It is essentially an elite-driven initiative, based on an exclusivist elite pact, and focused on serving elite interests the budgetary implications of whose recommendations constitute a herculean albatross that Kenya and Kenyans can ill-afford to carry. In the final analysis, the paper concludes, Kenya’s peace, security, and unity are contingent upon free and fair elections, good governance, principled leadership with integrity, and fidelity to the 2010 constitution rather than its reform before it is even fully implemented.

Wanjala S. Nasong’o – Rhodes College

[“Africans see Hitler Menace”: An Intellectual History of WWII in Colonial Nigeria, 1939-1945](#)

In colonial Nigeria, the Second World War mobilization appears to have united both the colonizers and the colonized. Colonial subjects in Nigeria supported the war because of possible backlash from the British and the impending German atrocity. Colonial newspapers like *West African Pilot*, *Nigerian Daily Times*, and *Daily Service*, supplied the intellectual weapons of the war through propaganda and thought-provoking narratives aimed at mobilizing Nigerians to support wartime policies. Scholars have paid critical attention to the efforts of African soldiers in the war, the fraught demobilization process of the soldiers, and the failure of the colonial government to keep promises made to the soldiers after the global violence. However, limited attention has been given to how newspapers became the ideological tool of the war. This paper argues that the colonial newspapers, ran largely by educated African elites, integrated the welfare of the soldiers into the politics of nationalism. I also argue that Nigerian nationalists became an instrument of British war propaganda and mobilization of colonial subjects against the Axis power in WWII Nigeria. This article explores the print culture materials from archives and some existing literature on WWII in the reconstruction of the roles played by the Nigerian wing of the educated African elite through colonial newspapers in the mobilization of colonized subjects for WWII in colonial Nigeria.

Keywords: Colonial Nigeria, WWII, Nationalism, Propaganda, Mobilization

Waliu Ismaila – West Virginia University

[Perpetrators of Terrorism in Kenya: A Comparative Analysis](#)

Terroristic activities that occur within Kenyan borders account for a significant share of all such activities on a global scale. According to Global Terrorism Database (GTD), the worst terrorist attack in Kenya was committed by al Qaeda in 1998. An estimated 4000 people were injured and 224 killed in that attack. More than two decades later, terrorism (i.e., global, transnational, international, and/or domestic) remains a real threat to state and human security in the country. This study seeks to identify perpetrators of terrorism in Kenya and understand the variations/commonalities between them in terms of targets for attack(s), spatial distribution of attacks, and extent of damage from attacks. The study is guided by four questions as follows. What terrorist group/outfit is launching attacks in Kenya? What is specifically targeted for an attack by the identified perpetrators of terrorism? What, if any, variations/commonalities exist between perpetrators of terrorism especially with regards to targets for attack(s), spatial distribution of attacks, and extent of damage from attacks target(s)? What insights for policy and/or research moving forward? Based on data from GTD, the study focuses on Kenya and provides a comparative analysis of perpetrators of terrorism in the country between 2015 and 2019. The study's preliminary findings establish that, during the study period, there were four identifiable (i.e., Al Shabab, Jabha East Africa, Pokot extremists, and Sabaot Land Defense Force) and two not readily identifiable (i.e., suspected Al Shabab and unknown) perpetrators of terrorism in Kenya.

Jeremiah Asaka – Sam Houston State University

Session 6: 1:00 – 2:00 PM, Aurora 1

Effects of the COVID-19 Pandemic on Reproductive and Maternal Health in Kenya

The Coronavirus disease 2019 (COVID-19) pandemic has had devastating effects on the lives of people across the globe. In Kenya, COVID-19 impacted the provision and utilization of maternal and reproductive care services. Uncertainties regarding the transmission patterns of the coronavirus led to decisions that influenced access to services. This study aims to evaluate the impact of COVID-19 on the access and utilization of reproductive and maternal health services in Kenya. **Methods:** A literature search on “COVID 19 and Maternal/Reproductive health” was conducted. Peer-reviewed journals, articles, government and organization publications were identified from Medline (Ovid), PubMed, Google Scholar databases published between March 2020 and May 2021. Cohort studies, brief reports and qualitative studies were included. **Results:** Studies addressed social determinants that influenced access to care. The utilization of services was influenced by providers’ needs and women’s perceptions of COVID-19. Studies reported pregnancy-related deaths due to limited skilled birth attendants, an increase in teen pregnancies, Gender-Based Violence and Female Genital Mutilation. Some providers adapted innovative approaches to support pregnant women. While some studies initially projected increased births and abortions, recent studies revealed a decrease in overall birth rates. **Conclusion:** COVID-19 caused the interruption of health services, including reproductive and maternal health services. To ensure that quality care is provided, safety, efficacy, efficiency, acceptability, patient-centeredness and equity are necessary. These findings indicate a need for more robust emergency preparedness and strategic response programs to meet the reproductive and maternal health needs of women in future health crises.

Sylvia Ayieko – University of Texas Health Science Center– Houston

Role of Focus Strategy in Performance of NHIF Accredited Hospitals in Kenya

The mandate of the National Hospital Insurance Fund (NHIF) is to enable all Kenyans to access quality and affordable services. Consequently, NHIF accredited hospitals are positioned to facilitate the fulfillment of the said mandate, necessitating the identification of competitive strategies employed by the hospitals for them to remain competitive. This study aimed at establishing the role of focus strategy on the performance of NHIF accredited hospitals within Kenya. A mixed research design was adopted based on

non-experimental, descriptive and causal approaches considering both qualitative and quantitative techniques. The population of the study comprised NHIF accredited hospitals with a bed capacity of 100 and above which stood at 150 hospitals as of July 2016. A sample of 109 hospitals was selected through stratified and convenient sampling techniques. Data was collected using semi-structured questionnaires and interviewing schedules and administered to hospital administrators and CEOs respectively of the sampled hospitals. Quantitative data collected from the questionnaires was analyzed with the help of SPSS while the qualitative data from the CEOs was analyzed using thematic content analysis. The results of the study revealed that there is a positive and significant relationship between the focus study and the performance of hospitals based on the regression coefficient estimate found to be $\beta = 0.646$, P-value of the coefficient estimate of the focus study which is less than 0.05 level of significance. The quantitative result was further validated by the CEOs' responses that indicated that they focus on the niche market that remained unexploited.

Keywords: competitive strategies, focus strategies, NHIF accredited hospitals, performance

Grace Ochodo – Jomo Kenyatta University of Science and Technology

Impact of Underemployment on Personal Health Among Immigrants in the United States

Even though research points to higher rates of underemployment among foreign-educated immigrants in the United States, there is a gap in understanding the consequences to personal health. This research investigated the lived experiences of foreign-educated African immigrants in the USA with regard to employment. Using the qualitative method, researchers interviewed 6 foreign-educated African Immigrants. Research questions focused on the immigrants' perception of the USA before and after arrival, nature of work and feelings associated with it, and impact on family. Data were thematically analyzed through close examination and identification of common themes (topics, ideas and patterns). Based on our studies, the themes that emerged are occupational, emotional, and social health. Five sub-themes point to challenges and problems: underemployment, job search frustration, barriers, stress, and life events. Social networking and social support sub-themes emerged too. All the participants either experienced or were experiencing underemployment. Stress and feeling of inadequacy are common. Language barrier/accent is a negative factor. Social networking opened doors. There is a disconnect between expectations and reality. In conclusion, there is an overlap between determinants of occupational, social, and emotional health. Immigrants should research their new domicile prior to migration. Evaluation and accreditation of papers can be helpful. Utilizing available resources and community connections improves emotional health. Researchers developed an "underemployment-wellness conceptual framework" and recommended that this study be quantitatively explored using the developed conceptual framework.

Joseph Otundo – University of Arkansas; Jane Opiri – University of Arkansas

Session 7: 2:10 – 3:10 PM, Solana Ballroom

Abolishing Public Boarding Schools in Kenya: A critical assessment of the policy and societal readiness

At the dawn of colonization, boarding schools were established as a tool for the 'enlightenment', craftsman training and assimilation for the natives. In the name of civilizing and Christianizing, society was encouraged to send their children to schools where new skill sets, cultural values and languages were introduced. Educators and historians have long documented the destructive impact of these institutions on the native value system and family attachment. Public boarding schools are still in operation in Kenya, especially at the secondary school level. The private sector has pushed the boarding school to even lower levels of educations. While the current boarding school and education system have little resemblance to

their predecessors, the relevancy of boarding schools is now in question. This paper critically examines and discusses the value and role of modern boarding schools and their impact on the youth, family, and communities. Specifically, the paper examines the implications of the recent recommendation of the Competency-Based Curriculum (CBC) Task Force to scrap boarding in all (junior) secondary schools as the Ministry of Education plans to transition from the current 8-4-4 to the 2-6-3-3-3 CBC curriculum by 2029.

Keywords: Kenya, Abolish, boarding schools, CBC, Policy, Curriculum, Task Force

Charles G. Manyara – Radford University, Radford VA

Impact of Covid-19 Pandemic on the Construction Supply Chain in Kenya

The Covid-19 pandemic has had an impact on all the sectors of the economy around the globe. The construction industry is not an exception especially in developing countries such as Kenya. Kenya imposed restrictions in the wake of an increase in the spread of the virus including dusk to dawn curfews and cessation of movement. This has had a disruption on the construction supply chain. This work aims at exploring the impact of the Covid-19 pandemic on the construction supply chain in Kenya. Through a survey methodology, the paper investigates the disruptions caused by the pandemic and ranks these disruptions in order of severity. These disruptions include lack of labor, lack of construction materials, unavailability of imported construction materials, lack of transportation of both materials and labor, slow movement of goods, ban on overseas transportation, a decline in demand for new homes, slow credit flow from banks and non-banking financial companies, and pressure from local laws enforcement. In conclusion, these disruptions have led to an increase in the cost of construction materials and labor and thus increasing the overall cost of construction. Construction supply chains should respond positively to overcome the challenges faced by the construction sector in Kenya.

James O. Kereri – University of Central Missouri; Lameck Onsarigo – Kent State University

Intellectual Property Rights and Public Goods: Cultural Appropriation in Kenya

In 2018, Disneyland was granted a US trademark over the words “Hakuna Matata”. “Hakuna Matata” is a Kiswahili slogan meaning “no problem, no worries.” Following the issuance of this trademark there were some petitions to stop corporations from trademarking phrases that they did not invent. The criticisms stemmed from the pilferage of African culture over the years. In response to this criticism, Disney noted that the registration for ‘Hakuna Matata,’ which was filed in 1994, had never prevented individuals from using the phrase. Even so, the debate about the appropriation of African cultures continues. For example, Koy Clothing developed fashion collections inspired by the Luo, Maasai, Kisii and Kamba tribes. The company has products such as blazers that bear names of Kenyan tribes without the tribes’ express permission. These examples underscore some patterns of cultural appropriation that continue today. Furthermore, there is a power disparity between the appropriators and the tribal groups whose “public good” has been appropriated. How does the Kenyan government enforce intellectual property laws? Kenya has been a member state of WIPO since 1971 and has established four intellectual property protection bodies. Nonetheless, do poor countries have the ability to litigate at the international level against powerful defendants like Disney? Moreover, does this inability to litigate encourage cultural appropriation of the heritage of poor countries by rich/powerful countries/organizations? This research examines the ethical dilemmas and fairness that arise from these situations. Recommendations such as enhancing the protection of cultural heritage and trademarks are offered.

Wakiuru Wamwara – Wright State University

Session 8: 2:10 – 3:10 PM, Aurora 1

The Elderly's Perception of their Relationship with Adult Children in Kenya

The purpose of this study was to identify the determinants of types of relationships older parents have with their adult children. Using gerontology theory, we deconstructed the relationships as a factor of various demographic characteristics of both the elderly parent and the adult child. We built on established facts such as gender being an influencer of caregiving. Mixed methods comprising of regression analysis to correlate family background and outcomes of relationships ranging from weak to strong and in-depth interviews to capture the essence of the relationships were utilized. Gerontology theory that explains the elderly perception of their lived experience was used. Additionally, phenomenological principles were adopted to augment the data collection and analyses. The study sampled the elderly population over 80 years old with adult children over 40 years old. The data was collected using purposely selected sample interview questions.

Dorothy Rombo – State University of New York, Oneonta; Callen Nyamwange – Kisii University

Designing of Apparel Using Collaborative Customization Affect Women's Self-Esteem and Self-Confidence

Research indicates that African immigrant women have maintained their use of ethnic dress in the US. In addition to wearing this dress, they often co-design and customize it. For the most part, the women with the help of a dressmaker produce custom-made apparel through an interactive process called *collaborative customization*, which results in a collaboratively customized dress (CCD). Besides, the CCD is made using the client's body measurements. The purpose of this study was to understand motivations for collaborative customization of CCD. Data were collected using qualitative methods - interviews, and photo-elicitation. Data were analyzed using NVivo 12 software. Member checking and triangulation were used to check for validity. Subsequently, the researchers' intercoder reliability was kappa 0.83, which showed that their agreement on codes was high. Results showed that the participants were motivated by the functional attributes such as fabric, fit, quality, the durability of the dress, and ease of care, supporting previous studies. Collaborative customization boosted participants' self-confidence, self-esteem, self-image and offered the ability to express their creativity. The well-fitting dress enhanced the participant's body image. In conclusion, the study found that this method of designing apparel increased women's self-esteem and self-confidence. In addition, participation increased their creativity and satisfaction with the finished apparel product. Women should be encouraged to work with a dressmaker when desiring to make perfect-fitting garments as this boosts their self-esteem and self-confidence. This research has shed light on the relation between designing of apparel using collaborative customization and the self.

Jane Opiri – University of Arkansas

Teen Birth, Fertility, and Intimate Partner Violence in Kenya

Intimate partner violence (IPV) is a global concern, with well-documented detrimental consequences on women's and children's well-being. One in three women in sub-Saharan Africa (SSA) report some form of IPV in their lifetime. We evaluate the impact of teenage motherhood on IPV among women in Kenya. Using instrumental variable (IV) regression models, we find that the likelihood of reporting IPV (physical, sexual, or emotional) is higher among teenage mothers. Attitudes towards IPV, education, wealth, and urbanicity influence the likelihood of reporting IPV. Teen births are often due to child marriage, and these teen mothers are more likely to acquire less education and be married to less-educated men. We believe that creating awareness regarding the lifetime impact of child marriage, teen births, schooling, and girls' education is fundamental. Similarly, advocating/campaigning against child marriage and adoption/reforming laws on child marriage could combat it. We offer details in the main manuscript.

Steve Muchiri – Eastern Connecticut State University

Session 9: 3:20 – 4:20 PM, Solana Ballroom

2019 Census Geographies of Religion in Kenya

Christians account for over 85 percent of Kenya's population. According to the 2019 Census, these Christians consist of Protestants (33.4 percent), Catholics (20.6 percent), Evangelicals (20.4 percent), and African Instituted Churches (7 percent). Moreover, nearly 11 percent of Kenyans are Muslim. This paper aims to map the distribution of these religious groups at the county level using 2019 Census data. For instance, in percentage terms, the 2019 Census shows a high concentration of Catholics in Samburu, Elgeyo Marakwet, Turkana and Machakos. Conversely, protestants are more concentrated in Nyamira, Makueni, Kisii, and Nandi. There are many reasons for these geographic patterns including denominational histories and other factors that are further explored in this paper.

Keywords: Religion, Christianity, Islam, 2019 Census, Kenya, Geography

Kefa Otiso – Bowling Green State University

Potential Use of Mass Timber in Construction of Mid-rise Structures in Kenya

In 1960, urban populations accounted for 34% of the global population. By 2014, urban populations had surpassed rural populations and accounted for 54% of the total global population. The number of people in urban areas continues to grow and was projected to increase by an average of 1.64% per year between 2015 and 2030 (WHO, 2014). The steady rise in the global population demands a proportional increase in the production of goods and services to meet the increased need. Most of our production practices are harmful to the ecosystem and the world climate. Faced with shortages of natural resources and the concern for protecting the environment, there is a shift to more renewable resources that are sustainable. The debate has largely shifted onto ways to reduce further human impact on the environment and to find ways to adapt to the change that has already occurred over the past several decades. Over the past few years, tall wood buildings have been successfully constructed around the world. Proponents of mass timber construction have argued that utilizing wood is a viable building method because it is cost-effective, contributes to well-being with good thermal and sound insulation, good performance under fire, and reduces carbon emissions. This presentation explores the potential for the use of mass timber in the construction of mid-rise structures in Kenya.

Lameck Onsarigo – Kent State University; James O. Kereri – University of Central Missouri

The Effect of Tax Exemption Policies on the Growth of Social Enterprises in Kenya: A Case of Social Enterprises in Nairobi County

This study seeks to explain the effects of tax exemption policies on the growth of social enterprises in Kenya. The study variables are income-tax exemption policy, value-added tax exemption policy, excise duty exemption policy and the growth of social enterprises. The study adopts a descriptive research method and specifically targets a population of 200 social enterprises in Nairobi County. The sample size of the study will be selected scientifically by the Fishers' formula to arrive at a sample of 132 top managers of the social enterprises. The top managers will be targeted by the use of semi-structured questionnaires to collect primary data. The collected data will be analyzed by both descriptive and inferential statistics with the help of SPSS version 25.0 and Excel. Descriptive statistics presents a summary of the outcomes of the study while inferential statistics will test the causal relationship between the dependent and independent variables by use of correlation and regression analyses. Correlation analysis will be tested by

Pearson's correlation coefficient (r and p values <0.05) while the regression analysis will involve the use of beta coefficients, R^2 , F statistic and p values <0.05 . Qualitative data collected from the open-ended part of the questionnaire will be analyzed using content analysis. The findings will be presented in form of tables, charts and themes. These findings will be significant to tax education in Kenyan universities as they expound on the possibilities of tax revenue expansion.

Steve Lombo - Jomo Kenyatta University of Agriculture and Technology

Preventing Workplace Burnout

Burnout is work-related stress that has not been successfully managed. According to World Health Organization (WHO), workplace burnout is characterized by (i) feelings of exhaustion, (ii) cynicism related to one's job and (iii) reduced professional efficacy. The COVID-19 pandemic has complicated many peoples' routines and caused increased anxiety levels. Most workers, especially those in healthcare around the world have experienced unprecedented pressure. Such pressures and increased anxiety levels impact psychological wellbeing, productivity and professionalism if not managed. This presentation will discuss warning signs, causes of burnout and strategies for preventing/managing burnout as explained by Paula Davis (2021). Participants will have an opportunity to assess their work-life balance to determine if they are experiencing burnout and possibly propose an action plan to manage workplace burnout.

Rachel Ndonye – Montgomery College

Session 10: 3:20 – 4:40 PM, Aurora 1

Pedagogical Approaches for Generation Z: Characteristics and Strategies

Generation Z is not only "born in technology" but relies on technology for communication and information. However, the majority of university professors and instructors belong to a different generation whose training, perception, experiences and pedagogical approaches might not align with generation Z and yet they are tasked with teaching them. The purpose of this paper was to explore characteristics of generation Z as it relates to learning and to discuss pedagogical approaches that resonate with generation Z. Systematic review was used for this paper. The review entailed formulated questions that used systematically reproducible methods to identify, pick, and assess all relevant research before collection and analysis of data from the studies that are included in the review. Thirty research articles were included in the final analysis. Generation Z defines anyone born from 1997 onward. Generational cut-off is not scientific, but the tools used for analysis are scientific. Generations progressed from TV expansion (baby boomers), computer revolution (generation X), internet expansion (millennials) to technological environment (generation Z). Characteristics of Generation Z students are: authentic and transparent; embrace and require technology; focus on skills that translate directly to work; rely on social media; concerned with college tuition, cost, diversity, inclusion, mental health (70%), depression and anxiety (60%). Based on our studies, the remedies are: utilizing educational software; dialogue; visuals; online office hours; content rationale; cultural exploration; techniques focusing on positive; accommodations; consulting experts; realistic and achievable goals; utilizing digital tools in all tasks/assignments; short content segments; and relevance.

Joseph Otundo – University of Arkansas; Jane Opiri – University of Arkansas

Empowerment, Enterprise Learning, and Entrepreneurship

Scarcity of resources, especially among populations faced with intractable levels and cycles of poverty come with profound negative impacts. And even though education has been marketed as the socioeconomic equalizer, the system of education in Kenya has exacerbated both poverty levels and

wealth gaps. Since independence, the focus of education has been access without consideration for student backgrounds, school processes, and expected outcomes. Children from marginalized and/or impoverished populations attend poorly resourced schools and often exit school with poor grades, limited skills, and hardly any imagination/creativity to engage in the complex world. Historically, public schools in Kenya are at the mercy of the Government for directives and policies which hardly match with funding or consideration for the needs of the children. While children from poor backgrounds cannot pay or pay school fees late, the Government does not provide adequate funding on time. For these reasons, schools that serve children from impoverished backgrounds struggle to provide quality basic education. Since these circumstances are not likely to change; new, different and creative ideas and resources that would afford children in poverty an education good enough to equip them with knowledge and skills for success are needed. The focus of this paper is the ongoing work at an all-girls school in Kenya where empowerment, enterprise learning, and entrepreneurship are under implementation alongside the regular curriculum with the goal of preparing adolescent girls to exit school with the necessary skill sets to make a change in their lives for better.

Teresa Wasonga – Northern Illinois University

Breaking Boundaries Through Cross-country Teaching Collaborations

There is a slowed awakening among social work training institutions in adopting a pedagogical approach grounded in constructivism theory, especially in emergent countries. Some educators in emergent countries are accustomed to utilizing a pedagogical method of "banking" where students compartmentalize concepts, ideas, and practices related to them by the instructor. The banking concept does not allow students to become independent, active learners nor critical thinkers to address world issues. Additionally, as issues affecting the world such as the COVID-19 pandemic, civil conflicts, and natural disasters, once considered local problems, have now acquired an international dimension and require a paradigm shift towards best teaching methodologies that can prepare aspiring social workers to apply acquired knowledge and skill to address these issues. The paper's objective was to examine cross-country teaching practices between US and Kenya social work training institutions while experimenting with new pedagogical approaches with social work students. The paper sought to discuss how the teaching strategy in a social work course helped students become active participants in their learning process, critical thinkers/problem solvers, and change agents to everyday social problems. The findings show that a student-centered approach to teaching enhanced student knowledge and critical thinking skills while handing group assignments and enabling learners to deploy classroom knowledge to practice.

Bertha Saldana De Jesus – Millersville University; Elizabeth Murey – Moi University; Wanja Ogongi – Millersville University

Why and How to Teach Swahili Proverbs

Teaching Swahili as a foreign language includes its formal linguistic properties such as speech sounds, sound system, word and sentence structure, and meaning as well as Swahili culture. Proverbs are indeed one of the most precious cultural heritages of a speech community. This study examined the use of Swahili proverbs as a resource for teaching Swahili language and culture. This work examined Swahili proverbs to uncover some of the cultural legacies of the Swahili people. The data revealed that Swahili proverbs are relevant in teaching culture as well as vocabulary and grammar. The cultural themes identified included gender relations, beliefs, cooperation, virtues, values, and social relations. For example, proverb (1) instills ambition and (1) *Msafiri mbali, hupita jabali* (The traveler, who goes far, passes the mountain) (2) *Akutendaye mtende* (Do harm whoever harms you) provides an ideal context for explaining the meaning of the words *mbali* 'far', *msafiri* 'traveler', *pita* 'pass', and *jabali* 'mountain'. Proverb (2) teaches revenge and the meaning of *tenda* 'harm'. In (1-2), one learns that **m-** (in *msafiri*) and **a-** (*akutendaye*) mark

singularity in noun class 1 and 3rd person pronoun, respectively. Besides, **hu-** (in *hupita*) marks habitual tense while **-ku-** (in *akutundaye*) and **m-** (in *mtende*) mark 2nd person singular objective case and 3rd person singular objective case, respectively. The **-ye** in the tenseless relative clause *akutendaye* is a relative marker for 3rd person singular animate noun and **-e** (in *mtende*) marks subjunctive case. Thus, the two proverbs preserve elements of Swahili culture and linguistic properties.

Nyabuto Choti – Michigan State University

Abstracts by Session - DAY 2

Session 13: 9:00 – 10:00 AM, Solana Ballroom

International Students: Confronting and Navigating the Covid-19 Pandemic Turbulence

The U.S. has the world's largest population of international students, with more than a million choosing to advance their education and life experiences at American universities. International students play an integral part in USA institutions, the USA economy, and culture. They enrich diversity by providing unique perspectives and valuable experiences shared with faculty, staff, and students and contribute to economic growth and raise institutions' global profiles. The outbreak of the novel coronavirus 2019 (COVID-19) pandemic left a lasting impact on the lives and academic advancement of many international students and institutions. According to García & Weiss (2020), the pandemic overwhelmed educational institutions' functioning and outcomes worldwide. They further indicated that school shutdowns posed urgent public health consequences and economic crises, posturing significant hurdles to students and academic institutions across the globe. Like any other international student in the U.S., Kenyan students have had to come to terms with the new norm in navigating the COVID-19 pandemic. However, due to closures and visa work restrictions, most encountered financial difficulties, among many other related challenges. The presenters in this session will focus on international students' experiences and initiatives led by faculty and community leaders to provide additional support. In addition, this presentation will discuss specific challenges encountered by international students during the COVID-19 pandemic.

Keywords: International students, Covid-19 pandemic

Jerono P Rotich – North Carolina Central University; Anne Njathi – North Carolina State University; Gilbert Makomere – Oklahoma State University; Julius Muigai Ngugi – Bowling Green State University

Session 14: 9:00 – 10:00 AM, Aurora 1

Unpacking COVID-19 Pandemic: A Critical Conscious Approach in Re-conceptualizing “The New Normal” in Kenyan Education System

The COVID-19 Pandemic Crises exposed a long-term crisis in Kenya and the world education systems. The crises exposed the disconnect and the gap that has been growing 70 years of direct rule by the British Colonialism and post Kenyan independence in 1963. The independence from the British colonial rule had not only alienated Kenyans from one another based on ethnicity (Tribal boundaries) but also by leadership through the divide-and-rule process. Kenya's post-independence faced the enormous task of trying to unite its people to start seeing each other as a Nation and not as different groups with unique identities and cultures. However, colonialism had created oppressive conditions among the Kenyans that were the main obstacle to uniting people who existed in their own regional areas along ethnic and linguistic boundaries. The education process for the Kenyans and most of the African continent has been guided by a foreign view that alienates the indigenous foundational knowledge and the way of knowing, which were imaginary along their ethnic boundaries. This presentation will engage the participants in a Critical Dialogue, from a Critical Conscious Approach (Conscientizacao) guided by a Transformational Model (Comm-Uni-Versity) that would lead to the development of a New Conceptual Framework “New Normal Framework” that the education system may embrace as a Diaspora Ideological worldview in reforming education in Kenya and the entire Africa.

Keywords: Conceptual framework, cultural identity and social change, Conscientizacao, Kenyan Diaspora, devolution, civic engagement and constitution literacy, Diaspora, global literacy, international implications, Afrocentricity, COVID-19 pandemic, disaster prevention preparedness.

Philliph M. Mutisya – North Carolina Central University; Christopher Kimaru - North Carolina Central University

Session 15: 11:15 AM – 12:15 PM, Solana Ballroom

Machine Learning and Artificial Intelligence: Ethics & Fairness

Machine learning (ML), a subfield of Artificial Intelligence (AI), is a field of computer science involved with programs that learn. It makes use of historical data, comprised of inputs and outputs, together with mathematical functions, in order to skillfully predict outputs given new and unseen inputs in the future. ML/AI impacts everything from Social Media to Agriculture to Healthcare to Education. While ML/AI system has the potential to improve lives, it can also be a source of harm. ML applications have discriminated against individuals on the basis of race, sex, religion, socioeconomic status, and other categories. This discrimination results from data bias or end-user interpretation of model final results. Data bias can occur in a range of areas, from human reporting and selection bias to algorithmic and interpretation bias. By applying an ethical lens, we can work toward identifying and mitigating the harms that these technologies can cause to people. This presentation is aimed at highlighting these biases and ways to mitigate.

Keywords: Machine Learning, AI, Ethics, Bias

Richard Wanjohi – USDA

Social Media and Kenya’s ‘Hustler Nation’: Exploiting or Addressing the Poor and the Unemployed in National Politics?

Deputy President William Ruto’s recent efforts to marshal the poor, under-employed and the unemployed youth aka the ‘hustlers’ or ‘hustler-nation’ has attracted extensive attention from his supporters, opponents, mainstream media and political pundits in social networking sites. While Ruto and his supporters reference these terms to stir a promise for development and employment opportunities, others perceive it as a ploy to advance a class-warfare between the haves (‘dynasties’) and have-not (‘hustlers’). This study used social network analysis (SNA), content analysis, and cluster analysis, to explore the political characteristics of tweets around discussions of ‘hustler’ and ‘hustler nation’ the last six months to better understand how individuals and various interest groups addressed the semantics of the tweets. Preliminary findings indicate that it is not the perceived rivals of Ruto that dominate the twitter world in projecting the opposition and criticism of Ruto, rather it is the political pundits, bloggers, scholars and media houses with no clear political agenda.

Keywords: William Ruto, social network analysis, content analysis, twitter, social media, hustler, dynasty, youth, Kenya, NodeXL, Gephi

Charles G. Manyara – Radford University, Radford VA.

The Growing Burden of Non-communicable Diseases in Kenya: Towards Social Capital Health Interventions

According to the Kenya Ministry of Health’s Non-Communicable Diseases (NCDs) and Injuries Poverty Commission (2018), NCDs were responsible for a significantly high proportion of mortality (35%) and morbidity (37%). Poverty and urbanization have increased the risk factors for NCDs among vulnerable groups, such as older adults. However, the initiatives to address significant NCDs among older people are

still lagging due to a focus on youth, expensive and unsustainable approaches to these health problems by the government. Based on the existing theoretical and empirical literature, our discussion proposes that social capital-based interventions may be practical approaches to reduce NCDs thereby promoting healthy aging among low-income Kenyans. Using evidence-based examples, we shall discuss the strength and weaknesses of social capital interventions from a network and population health perspective. This discussion will conclude by offering recommendations for policy and behavioral health advancements in Kenya.

Keywords: NCDs, aging, evidence-based interventions, social capital.

James Muruthi – University of Oregon & Gilbert Makomere – Oklahoma State University

Session 16: 11:15 AM – 12:15 PM, Aurora 1

[Malaika as a Signification of the Universality of Musical Expression](#)

Despite the unresolved controversy of its origin, *Malaika* - a Swahili love ballade, is an example of an unbounded musical expression. Having been performed by over seventy international artists, *Malaika* still remains one of the best significations of the universality of musical expression. This lament is based on the reality of the convergence of love and poverty contrasts - a theme analogous to Shakespeare's *Romeo and Juliet* and other classical writers. The song's characteristics of simplicity, a catchy melody and rhythm have facilitated its proliferation, replication, and acceptability beyond boundaries. The abstraction of a commonplace theme and its simple repetitive strophic structure encapsulates a model with the ability of a homogenized response. Fadhili William (Kenya), Mirriam Makeba (South Africa), Boney M (West Germany), Harry Belafonte (United States of America), Pete Seeger (United States of America), Usha Uthup (India), and Angelique Kidjo (Benin) are among musicians/artists who have recorded and performed this song. The universality of the song also led to some copyright issues, one of them being between Fadhili William and Mirriam Makeba. In this paper, we demonstrate how a song's structural and performance qualities can be adaptable in various contexts. Consequently, through analysis of the song, we show how Humphrey Kisia's arrangement reflects how *Malaika* adapts to the genre of Art Music.

Sylvester Makobi – Indiana University; Berbra Masai – Kabarak University; Ernest Patrick Monte – Kabarak University;

Session 17: 12:30 – 1:30 PM, Solana Ballroom

[Improving Secondary Schools in Kenya Through Partnerships](#)

This project explored issues and interventions to variations and poor educational outcomes in Kenyan Secondary schools through a partnership known as Networked Improvement Community (NIC) - School-Community-University Partnership (SCUP). The study employed a qualitative design focused on generating narratives that were used to discern issues affecting school and student outcomes and to generate practical interventions (short and long-term). Data were collected through group discussions, school visits, classroom observations, in-depth interviews, and a review of publicly available county and school documentation. Data were analyzed utilizing the constant comparison technique. The process allowed for the iterative development of codes by comparing new to existing data. In addition, deductive reasoning (based on theoretical frameworks) and inductive reasoning (allowing for new themes to emerge) were utilized. SCUP identified: 1) issues relating to variations in school and student outcomes, 2) short-term and immediate interventions; and 3) recommendations for long-term interventions. Findings suggest that partnership has the potential to introduce new knowledge while capturing local knowledge and skills as resources for promoting participation in collective practice and school improvement. The

success of the SCUP team contributes to research, specifically school-university-community partnership and their impact on organizational/school improvement in a developing country.

Teresa Wasonga – Northern Illinois University; Ximena Burgin – Northern Illinois University; Mayra Daniel – Northern Illinois University

[African Music and Intercultural Education: Lessons from Tunaweza Kimuziki Projects in Bloomington Indiana](#)

Using the methods of phenomenology and analysis, this study seeks to demonstrate ways in which African traditional music and dance were employed to foster intercultural education through Tunaweza Kumuziki programs in Bloomington, Indiana, USA. Participants included students from selected schools, as well as children, youth, and adults from community organizations. Through performances and practical workshops on Kenyan traditional music and dance, participants gained general knowledge about Kenya, critical awareness of Kenyan culture, skills for interpreting and performing selected Kenyan traditional songs and dances, intercultural competencies, and relational attitudes. This study draws on authors' firsthand experiences and a review of related literature and posits that the power of African traditional music (and specifically Kenyan traditional music) to develop intercultural competencies and to project African music cultures on the global arena is deeply rich in potential that is only beginning to be practically realized.

Keywords: Phenomenology, Intercultural competencies, Relation attitudes, Traditional music, Intercultural education

Wilson Shitandi – Kabarak University

[Immigrant Students in Schools: Challenges Faced and Suggestions Put Forth to Meet Their Education Needs](#)

A good education curriculum focuses on preparing students to be functional in their society and should be structured with that purpose in mind. When they arrive in the new country, immigrant students' hopes of succeeding in school depend on the kind of education that they will be offered. This theoretical research paper reviews existing research on the issues affecting immigrant students in schools in the United States of America (USA). Emerging themes such as curriculum, early childhood education, academic performance, teacher preparation, and funding of immigrant education are discussed. The paper concludes with suggestions for meeting the needs of immigrant students in schools to help them succeed.

Keywords: curriculum, education, immigrant students, teachers

Janet Musimbi M'mbaha-Zarnesky – Alabama A & M University

Session 18: 12:30 – 1:30 PM, Aurora 1

[Ngugi wa Thiong'o's "Open Air Theatre": A Writer's Conflict with the State over Performance Space](#)

The problem with Kenya as a post-colony was (and is) simply a problem of leadership. Censorship and oppression of native artists who criticize the government has continued to haunt us, even after Kenya's independence in 1963. Kenya's post-independence national leaders are concerned with acquiring and retaining power than enhancing a conducive environment for building a national culture. These leaders use state power to control and silence artistic voices that question and threaten their political ambitions. The ruling class exerts oppression and brutality to artistic voices that express dissatisfaction with their leadership. Till today, limitations of native artists' social, political, and economic rights are ghosts that continue to infest postcolonial Kenya. What should an artist do in such situations? What power does the

artist have on (and or over) the performance space? This paper examines Ngugi's conflict with post-colonial Kenyan regimes and the questions of power and control of the performance space. The paper interrogates how Ngugi's art, especially the plays *The Trial of Dedan Kimathi* and *I Will Marry When I Want* advocates for a socio-political and cultural change against the oppressive postcolonial native bourgeoisie, and the struggle of the peasantry for a new economic, cultural and political order. The objective of this paper is to examine Kenya's history on the performance space, how this history informs Ngugi's artistic works, and how it envisions the future. I argue that Ngugi's conflict with the postcolonial Kenyan regimes was/is a question of power and control of the performance space.

Denis Waswa – Louisiana State University

Ecological Factors of Child Sexual Abuse Disclosure at Thika Level 5 Hospital in Kiambu County, Kenya

Child Sexual Abuse (CSA) is both a global and national social issue, as well as an epidemic in various societies. Many research studies classify CSA as a public health problem requiring early intervention practices and new policy changes to promote disclosure as well as protect children from sexual abuse. The current study aimed at examining the Ecological Factors of CSA at Thika Level 5 Hospital (TL5H) in Kiambu County, Kenya as explained by survivors, caregivers, and service providers using a mixed-method analysis. The study was based on Bronfenbrenner's Socio-Ecological Model (SEM). With the use of mixed-method, interviews were conducted with 30 CSA survivors (25 girls and 5 boys; 5-17 years), 30 caregivers, and 10 health and service providers. Data collection tools included key informant interview schedules for survivors, caregivers and service providers. Purposive selection was used to select TL5H and participants while data was analyzed by use of descriptive and thematic approaches. Quantitative results revealed a majority of the survivors (58%) were aged between 9-13yrs, 83.3% were female, and 70% had achieved a lower level of education. Familial characteristics indicated 87% of the caregivers were female, and 56% of the perpetrators were considered relatives to the survivors while 100% of them used a threat. Societal characteristics comprised of 63.3% of Christian families. 100% of the service providers expressed dissatisfaction with law enforcement, lack of hospital and governmental support, and burnout in work. The researcher proposed a multidisciplinary approach to increase awareness and develop strategies to curb CSA.

Eunice Menja – Kenyatta University

Gazing at the Stars: Blind Women, Education and Career in Kenya

This study is aimed at highlighting the lived experiences of women living with blindness in Kenya. Two theoretical frameworks are used to show that women living with disabilities are prone to suffer disadvantages due to their gender. They also do not have support among fellow women according to feminist disability theorists. Two women of different generations tell their lived stories. Some of the themes that emerge include the effect of gender on disability, struggles in education, building resilience, stigmatization, and stereotyping. Recommendations made include the fact that communities need to be more aware of the abilities of women living with blindness and give them support as they strive to achieve their goals, instead of blocking their efforts. Women living without disabilities need to show more support to women living with disabilities in order to assist them in scaling the educational and career ladder.

Leonora Anyango – Community College of Allegheny County

Conference Participants

Presenting Participants

Berbra Masai
Bertha Saldana De Jesus
Charles Gichana Manyara
Christopher Kimaru
Denis Waswa
Dorothy Rombo
Eric E. Otenyo
Erick Kigen
Eunice Menja
Francis T. Koti
Frankline Matanji
Gilbert Makomere
Grace Ochodo
Isaac Sitienei
James Muruthi
Jane Opiri
Janet Musimbi M'mbaha-Zarnesky
Janet Okoko
Jeremiah Asaka
Jerono Rotich
Joseph Otundo
Kefa Otiso
Lameck Onsarigo
Leonora Anyango
Nyabuto Choti
Penina Kamina
Peter Kimosop
Philliph M. Mutisya
Rachel Ndonge
Richard Wanjohi
Steve Lombo
Steve Muchiri
Sylvester Makobi
Sylvia Ayieko
Teresa Wasonga
Wakiuru Wamwara
Waliu Ismaila
Wanjala S. Nasongo

Institution

Kabarak University
Millersville University
Radford University
North Carolina Central University
Louisiana State University
State University of New York, Oneonta
Northern Arizona University
Middle Tennessee State University
Kenyatta University
Middle Tennessee State University
University of Iowa
Oklahoma State University
Jomo Kenyatta University of Science and Technology
Austin Peay State University
University of Oregon
University of Arkansas
Alabama A & M University
University of Saskatchewan
Sam Houston State University
North Carolina Central University
University of Arkansas
Bowling Green State University
Kent State University
Community College of Allegheny County
Michigan State University
State University of New York, Oneonta
Youngstown State University
North Carolina Central University
Montgomery College
USDA
Jomo Kenyatta University of Agriculture and Technology
Eastern Connecticut State University
Indiana University
University of Texas Health Science Center– Houston
Northern Illinois University
Wright State University
West Virginia University
Rhodes College

Wilson Okeka Shitandi

Kabarack University

Featured Guest Speakers

H.E Lazarus O. Amayo

Amb. Simon Nabukwesi

Dr. David Wachira

Dr. Fredrick Muyia Nafukho

Dr. Sam Bore

Dr. Sherine Obare

Ambassador of the Republic of Kenya, to the United States

Principal Secretary, Ministry of Education

Public Finance and Governance Specialist, World Bank

Texas A&M University

University of North Texas

University of North Carolina Greensboro and North

Carolina A&T State University

Non-Presenting Participants

Abiuth Maronga

Charles Onchoke

Christine Kolenda

Denis Ochieng

Dennis Mose

Elimelda Moige Ongeru

Isaac Kinungi

Joshua Ariga

Levi Molenje

Moses Ochanji

Patrick Mose

Randall Buist

Dj Kibbz - Joseph Makibia

North Central University

Texas Technical University

Millersville University

Grand Canyon University

North Carolina A&T State University

Marietta, Georgia

Bill & Melinda Gates Foundation

Kenya Matters

California State University San Marcos

Ohio University

Kenya Matters

Kenyan Delegation

Amb. Simon Wanyama Nabukwesi

Dr. Darius Ogutu Mogaka

Dr. Tony Omwansa

Mr. Lukes Kundu Shiroya

Prof. Geoffrey Muluvi

Mr. Charles M. Ringera

Ms. Oyiyo Rebecca Achieng'

PS Ministry of Education PS University Education & Research.

Director University Education, MoE, State Department of University Education.

CEO Kenya Innovations Agency, (KeNIA)

Deputy Director Quality Assurance and Standards and PA to the PS University Education and Research.

VC South-Eastern University of and Chairman Committee of Public Universities, Kenya.

CEO Higher Education Loan Board, Kenya.

Higher Education Loan Board, Kenya.



WorldRemit

A better way to send money

Why choose us?



Fast

Send your money to family and friends in minutes



Low cost

We show our fees and exchange rates upfront



Simple

Speak to our Customer Service 24/7



Trusted

Believe the hype:
125,000+ 5 star reviews

We'll get your money where it's needed, safely.

Let's get started!

- 1** Download our app
- 2** Create your own account
- 3** Put in your transfer details
- 4** Choose how you want to send your money, and to whom
- 5** You're done!
Pay for your transfer and we'll send you an email to confirm



Send money home!



Mobile Money



Cash pickup



Bank deposit



WorldRemit Wallet



Airtime top up

Transfer methods may differ per country



