THE PERSPECTIVE OF TOILET GRAFFITI: A COMPARISON BETWEEN SELECTED PRIMARY AND SECONDARY SCHOOLS TOILET GRAFFITI IN NJORO SUB COUNTY, NAKURU COUNTY

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DECLARATION

I declare that this project is my original work and it has not been presented for examination in any other university

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This research project has been submitted for examination with my approval as the candidate's university appointed supervisor.

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DEDICATION

I dedicate this research project to my sons Alpha, Allan and Eugene for their support and love during my study.

ACKNOWLEDGEMENT

ABSTRACT

In this study, a total of 200 texts were collected. The texts were purposively selected from five primary schools and five secondary schools. The ten schools were randomly selected. One hundred graffiti text from primary schools and the other one hundred from secondary schools- twenty graffiti texts from every school were used for the study. Additionally, two hundred questionnaires were distributed to the target groups. The general objective for the study aimed at comparing complex graffiti codes used in graffiti texts by learners in public primary and high school washrooms as a medium of communication to air their inner feelings about the administration and their fellow students in Njoro Sub-County. This study used Lexical Pragmatics theoretical framework as the tool of analysis. It consists of two theories paired into a single theory i.e. Lexical Semantics and Conversational Implicatures. Lexical Pragmatics aims at accounting for interpretation of texts and utterances based on context and encyclopedic knowledge. On data collection, analysis and interpretation, data was collected via writing down the texts, taking photographs and by use of questionnaires. The data which were collected through questionnaires were both quantitative and qualitative in nature and were analyzed using descriptive statistics. Research findings were presented in form of tables, frequencies and charts. Compared to public and social halls across both the primary and secondary schools, toilets contained more inflammatory graffiti. With regard to these findings, toilet graffiti tend or appear to provide significantly unobtrusive and useful method for finding out or investigating sensitive and controversial social issues.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

DEFINITION OF TERMS AND ABBREVIATIONS

HG: High School Girls' Toilets (Girls Schools)

HB: High School Boys' Toilets (Boys Schools)

PG: Primary School Girls' Toilets

PB: Primary School Boys' Toilets

MHB: Mixed High School Boys' Toilets

MHG: Mixed High Girls' Toilets

Ladies: Women

High School- Secondary School

Administrators- Authority/management

Washrooms/cloakrooms- toilets/latrines

Students- Learners

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The use of graffiti is repressive in all social places and therefore scholars like Coulmas (1996) Crystal (1997) Gross (1997) Anyango (2016) and Habwe et al (2013) have indicated that graffiti is also rife in universities as a mode of communication. Others in their explanations have stated that graffiti is a form of any writing or drawing on surfaces which is informal. These many views about graffiti show that there is a corpus of scholarship whose purpose is to say something about graffiti. The literature and this subject have existed since Ancient Greece and Roman Empire.

There is however an agreement among the scholars on graffiti as a mode of communication. One of these scholars is Gross (1997) who maintains that graffiti is a mode of communication hence it involves both form and "content" through utterance, any segment of signs larger than a sentence. Thus, the anonymous writer wants people to know that graffiti is of good effect.

According to Nwoye (1993), those people who considered themselves unattended or not listened to in one way or another resort to air their issues through graffiti texts. They cannot come out openly and face their ''masters'' to pinpoint their masters' shortcomings because they fear being penalized since as ''subjects'' they ought not to criticize the authority. Therefore, the best option for them becomes graffiti texts for they cannot be identified because of the anonymous nature of graffiti writing. Most of these graffitists consist of students. They use codes that are only understood by a particular lot.

According to Ferrell (1993), it is assumed that graffiti writing is a reflection of anti-administration. School is a social institution with students being the inferior and voiceless group and the authority as the dominant one. Students feel that the rules and regulations are imposed on them yet avenues for expressing their grievances blocked. This leads to the young students' feelings neglected and oppressed by those who are in the administration, teachers, prefects and sometimes school workers.

Philips (1999), claims that graffiti is viewed traditionally as a result of people in society who are considered to be outcast. Most students use their energies to make sure that they are heard through the use of graffiti because of hidden identity of the graffiti author. Learners in High schools counter the school administration in resemblant ways. The learners rarely use legitimate avenue to articulate their feelings and they are hardly involved by the

1

administration in looking for resolutions. Students view their parents, teachers, prefects and administrators as people who do not understand their anticipation, prejudice, anxiety, wishes, needs and assumptions as far as their immediate society is concerned. So, they opt to looking for an avenue that can provide secrecy and obscurity crucial to convey their inner feelings for being afraid of the outcome of getting noticed hence they settle at graffiti which enables them to have a chance of liberty and security to air themselves on their area of concern. Graffiti can therefore be examined with regard to being descriptive of contemporary concerns. Graffiti has its own special language and can therefore be studied as form of language in context.

1.2 Statement of the Problem

Scholars like Coulmas (1996) Crystal (1997) Gross (19970 Anyango (2016) and Habwe et al (2016) have done extensive research which has leaned on how graffiti is used as a mode of expression in universities, secondary schools and primary schools. These studies have studied the use of graffiti in the institutions in isolation. However there doesn't seem to be sufficient research which has compared toilet graffiti between any two of these levels. Yet, a study of this nature would provide a productive knowledge in so far graffiti and its use as a medium of communication to those who are incapable of voicing their concern verbally and openly is concerned. There is no documented information on a comparative study of these complex graffiti codes used by students in both primary and secondary schools to communicate and their influence on classroom language learning. The current study aimed at filling up the gap.

1.3 Research Questions

The current research answered the following questions: -

  i.   Do students use different types of graffiti to communicate in public primary school and high schools in Njoro Sub-County?
 ii.   What are the specific communicative strategies evident in graffiti writing in both primary and secondary schools?
iii.   What differences and similarities are there between primary school and secondary school graffiti texts?
 iv.   What difference can be deciphered in the reaction of schools administrators towards graffiti writing?

1.4 Research Objectives

1.4.1 General Objective

The current study aimed at comparing complex graffiti codes used in graffiti texts by learners in public primary and high school washrooms as a medium of communication to air their inner feelings about the administration and their fellow students in Njoro Sub-County.

1.4.2 Specific Objectives

The study was guided by the following specific objectives:

i. Classification of types of graffiti texts used in students' washrooms in both primary and secondary schools in Njoro Sub County.

ii. Establishment of effectiveness of graffiti texts in primary and secondary school washrooms.

iii. To compare and contrast the similarities and difference between graffiti texts used in secondary and primary school washrooms.

iv. To assess the reaction of schools' administrators towards toilet graffiti writing?

1.5 Rationale of the Study

The current research is significant in the field of education and communication since graffiti was analyzed in this study in terms of graffiti texts, language structures and also as a form of language use in communication. The research is expected to be beneficial to secondary school and primary school quality assurance and standard officers, head teachers and teachers who will access knowledge regarding graffiti as an avenue for addressing students' unrests that mostly occur in secondary schools resulting in loss of property and even life.

The study of graffiti in secondary schools could help to establish the strategies students use to communicate among themselves and with the administration. There are a lot of writings on the walls of most schools and there could be reasons why the students opt to write instead of communicating verbally. Graffiti in secondary schools could also help to explain some behavior manifested by students as they try to express their needs, wishes and grievances.

The study of graffiti in schools could help to explain the influence that graffiti written in washrooms has on learning environment. Students could have unique ways that they use to summarize what teachers teach in their classrooms in graffiti form. Graffiti written by students in classrooms that depicts violence and uses vulgar language could give an

impression to the teachers about that particular class. This could affect teaching as the teachers would not feel safe and would have a very low opinion on the class.

In most secondary schools in the region of study, rampant graffiti has been evident on walls of class-rooms, toilets, libraries, dormitories and laboratories. Students sometimes use various coded and complex graffiti to communicate among themselves and understanding these codes could help to understand what transpires amongst them and also help in understanding them. The problems expressed through graffiti if not addressed could have an effect on learning in schools. This research conducted a comparative study that analyses the use of graffiti codes in primary schools' verses graffiti codes in secondary schools' washrooms in NjoroSub County.

1.6 Scope and Limitation

Graffiti is wide, it refers to a broad number of activities. The present study researched on the perspective of toilet graffiti in primary and secondary schools' washrooms in Njoro Sub-County. Therefore, other aspects were not included i.e. morphology, phonology and syntax. The current study concerned itself with lexical pragmatics issues. The current study did not concern itself with giving full presentation of semantics of the graffiti texts but then concerned itself with classification of graffiti texts, effectiveness of graffiti texts in primary and secondary school washrooms. It tackled also the significance of graffiti texts in primary and secondary school washrooms and so there comparing and contrasting the graffiti texts used in primary and secondary school washrooms in Njoro Sub-County.

On data choice this left out an analysis of the graffiti texts on stairways, tree trunks, matatu walls, tunnels and abandoned building walls. A total of two hundred graffiti texts was used as a data for the study. The two hundred texts were purposively selected from five primary schools and five secondary schools. One hundred graffiti text from primary schools and the other one hundred from secondary schools- twenty graffiti texts from every school. Njoro Sub- county has roughly over twenty-five primary schools and twenty secondary schools. It is therefore our view as researchers that the ten schools were representative of toilets graffiti obtaining in Njoro Sub-County.

1.7 Literature Review

This section of the study concentrates on the review of the literature on earlier research carried out on graffiti in Kenya and other countries. This review is sub- dived into three parts:

graffiti as a mode of communication, general studies on graffiti and secondary schools' graffiti

1.7.1 Graffiti as a Mode of Communication

Gross (1997) and Yieke (2003) argue that the communicative nature of graffiti needs to be taken into account. It is then that the texts can be interpreted since graffiti involves both form and content through utterances, "any segment of signs larger than a sentence" where sign stands for something other than itself.

Graffiti is so important a linguistic manifestation whose pertinent errant needs attention. Graffiti ought's therefore not to be looked down upon by the administrators for this will help in identifying the needs and the grievances of the students hence eases management of learning in institutions. It not, only aids the administration but students too will get their grievances and needs addressed. This study will lean on this conceptualization on its understanding of graffiti as a way of conveying messages in primary and high schools of Njoro Sub-County.

Obeng (1998) observed that writers of graffiti, in their writing, expressed political disposition. They too express their ethnic and social affiliation; reveal the views they bear on specific individuals. This observation is pertinent in this study since it reveals the views of different students towards the administrators and fellow students.

Chaffee, et al (1990) make an observation about disregard of "public art media" and graffiti as they are perceived to be unlawful hence undermined. The group that feels neglected and denied chance to express themselves struggles still to be heard by the dominant lot. This is why graffiti comes in as "a social and political dimension of popular culture and of the socio-political system" by those who consider themselves segregated as they struggle for power. In this regard graffiti enhances sharing of ideas and also supporting the system since it is one of the easiest and most efficient as compared to other forms of media which are considered lawful. This study is therefore relevant to the present study for through the present study, we hope to find out whether graffiti in primary and secondary schools is voice of the oppressed in the society both politically and socially.

According to Nwoye (1993) most learners choose graffiti on walls in addition to other open places due to the feeling that they are limited or have no chance to air their views/feelings. This enhances the anonymous nature of graffiti and thus the one on one encounter is avoided. On analyzing graffiti texts from factories, Yieke (2004) concluded that graffiti was widely

5

used by workers as a medium of communication to the management whereby they had issues on matters hardworking conditions and poor salaries among others. In this regard therefore, the present study will isolate grievances by students as expressed in toilets graffiti at primary school and secondary school levels.

According to Gadsby (1995) graffiti exposes the gap between the powerful and "powerless", the diversity in resource distribution hence a "reflection of the society that produced them" through passing on of massages about important matters in the society. Nevertheless this may lead to wrong perception about graffiti as perpetuating negative ideas about other groups. It is in this regard that this work by Gadsby (1995) becomes relevant to the present study for its results shows the kind of power struggle in primary schools beating teachers against learners, boys against girls and female against male teachers.

Teeyan and Dryburgh (2000) interviewed adolescents in a bid to find the reasons behind graffiti. It was found out that it is mainly caused by peer pressure and self-gratification which promotes a feeling of belonging. Gottfredson and Hirshiasset observe that it comes from a "need for excitement and risk-taking." According to Horowitz and Tobaly (2003), school vandalism can be viewed as intentional dishonor for no gain. They viewed them as people with moral and value   inconsistencies.

According to Gross (1997), the anonymous nature of graffiti can actually lack value to a student writing in bathroom wall about school rules or tuition hikes as well as bad administration .The subjects of the present study are not only adolescents but they also include teachers in administration who therefore may view graffiti differently from adolescents . This study by Teeyan and Dryburgetal is relevant to the present study in terms of preliminary findings as to why people who are adolescents engage in the use of toilet graffiti. Graffiti exposes the inner feelings and personality of an individual while at the same time rendering the writer his privacy through anonymity.

According to McCormick (2003) graffiti writing is an opportunity for individual to exercise freedom of expression hence they disentangle themselves from formalities and strictness. Graffiti corners have been created in some universities in USA where students air their feelings freely and the data is then collected by authority through photographs for future action. It is therefore of great importance that graffiti shouldn't be dismissed in schools since it is a medium of communication by marginalized groups.

Abel and Buckley (1997) assert that graffiti serves the purpose of freeing people from the restrictions that prevent them from expressing their inner self freely. The current study differs from the above studies in the way it compares and contrasts graffiti from primary schools and secondary schools in Njoro Sub County.

1.7.2 General Studies on Graffiti

The study of graffiti has attracted researchers from a wide variety of disciplines for instance geography, psychology, linguistics, law enforcement and sociology. The researchers use different graffiti study approaches depending on the objectives one has set to achieve. Scholars like Habwe et al (2013) have discussed graffiti from its cultural aspects. These scholars view graffiti from a cultural/ethnic point. These scholars have used collected data to analyze each graffiti to illustrate how it is a reflection of a particular people's culture and feelings. Although these authors discuss the cultural value of graffiti, they don't present its comparative value: The use of graffiti in primary and secondary schools.

Kan (2006) examined the use of graffiti by learners in Kenyan high schools in her research. She aimed at analyzing graffiti establishing their expressive aspects, determining their conveyed message and ascertaining various notions in relation to graffiti. Nonetheless, the study drew on leech's model of stylistic analysis and critical discourse analysis but confined to the social linguistic design to research on graffiti in high school. The study's main input was that it can be a pointer to high school authorities and teachers as they will afford a comprehension on interpretation of graffiti thus they can apprehend their learners properly.

Cole (1990) conducted a study on graffiti which interrogated feminine graffiti on washroom stalls at the school of Illinois. His research established that graffiti acted as a substitute channel for ladies who raised awareness to the rest. According to this research the washroom stalls were considered the best avenue for the ladies to exit their fury, gain, counsel, backing and solace as they voice their discontentment.

A considerable number of studies on graffiti as Habwe et al (2013) have principally researched on toilets graffiti and on walls of buildings. These many studies however do not compare primary and secondary school graffiti. Therefore the present study dwelt on the difference between primary school toilet graffiti and secondary school graffiti in Njoro Sub-County. Graffiti on buildings, in public service vehicles, in tunnels and even on tree trunks has been witnessed in many studies. Graffiti can be done by people of different ages. The writers of graffiti in the present research are adolescents and teenagers from primary and secondary schools in Njoro Sub- County.

Because graffiti is considered unlawful, this calls for graffitists to go private and anonymous in their writings. Graffiti writers major in criticizing the authorities. The current study focused on the comparison between the primary school and secondary school graffiti. This is a broad lexical type of cohesion that to some extent it can as well be semantically allied to linguistic relationship that co-refer. The graffiti text from public primary and high schools was analyzed vis-à-vis one another establish how they differ from one another. The current research tackled this concern through doing a thematic investigation of the inventories in both public primary and high schools. It is opined that learners do not have the freedom to articulate their feelings for they are considered to be a feeble crowd therein classroom context and their graffiti. In line with Nwoye (1993), schools' graffiti is similar all over the world thus this confirmed the case that the student community is the outnumbered group when it comes to self portrayal. They feel that they are not considered as they tried to be heard and so it would be captivating to explore how they articulate themselves through graffiti writing.

1.7.3 Secondary school Graffiti

According to crystal (1997), graffiti is disregarded. Cole (1991) equally implied that graffiti are thought of as unpremeditated grumblings on walls. Nwoye (1993) asserts that graffiti is a demonstration of mischief. It is observed too by Alonso (1998) that since graffiti is viewed as rowdy and destructive it is considered more abounding under administrative organization. The same perspective is also championed by Crystal (1997), he asserts that graffiti rebels against extant society. Surveys administered in the USA and in Britain portray the leadership's disbursement of bulky quantities of money in seeking to contest and restrain graffiti writing through hindering and repressing the selling of vapor spray paint by imposing heavy taxes on graffitists and causing graffiti writers to be regarded as criminals through law enactment. Their execution are in line with the verdict of Austin's (2001) which was cited by Rothman (2002) that the act of using graffiti to express oneself is not likely to portray a troubled mind's lamentation who earnestly wants to convey triumph or displeasure but rather the rebellious grumble of a bother. Therefore to for this lot, graffiti is just a way of life and living regarded as enjoyable or just comic and candidly irritating. Graffiti are regarded as an eloquent means that acts as a substitute way of expressing oneself or their inner thoughts on certain issues of concern although it is unconventional. Bluckley (1997)

Yieke (2006) posits that graffiti can be a very effective tool of communication for women who feel looked down upon at places of work. He emphasized on constructive attributes of graffiti. This perspective enlightened the current study in the analysis of toilet graffiti as articulate approaches for essential matters among people as opposed to expression by

unproductive people just flittering away time but rather as methods of conveyance of essential issues amongst them.

The current study made use of the above findings in their comparison between public primary school graffiti and secondary school graffiti. The aim was to study the divergence which may appear between the use of graffiti in primary schools and secondary schools

1.8 Theoretical Framework

This research used Lexical Pragmatics theory which is discussed below.

This study used the Lexical Pragmatics theoretical framework as the tool of analysis. It was documented and expounded by Blutner in 1990's. It consists of two theories paired into a single theory. Lexical Pragmatics theory was later on expounded by Crystal (1997/2002), Blutner (1998, 2000) and Wilson (2003) hence they filled up the shortcomings in the theory.

Lexical Pragmatics aims at accounting for interpretation of texts and utterances too based on context and encyclopedic knowledge. This theory of lexical pragmatics deals with approaches like lexical semantics, nature of concepts and role in communication and intelligence, acquirement of word, connotations and their processing and developing of lexical pragmatic capabilities. Lexical pragmatics theory therefore has the magnitude, valid concepts and vivid tools in their interpretation of graffiti data in the current research. It analyzes the connotation of a lexical unit regarding its proximity in the same linguistic net. Pusterjorsky (1995) asserts that ideal significance of lexical semantics is to study the relation between words and the mentally represented concepts they represent, with pragmatics a word does not necessarily represent the same concept it encodes, it picks different properties. This study seeks to find out if graffiti encodes different senses in the above explanation, a word represents the same concept it encodes.

1.8.1 Lexical Pragmatics

In Lexical Pragmatics there are two main processes involved in which the concept communicated sometimes differs from the speaker intended meaning (intention and communication) these processes are:

- Narrowing
- Broadening

1.8.2 Lexical Narrowing

In lexical narrowing the concept expressed is more distinct than the concept encrypted by a lexical unit. Narrowing is driven by quest for relevance. Narrowing is done by adapting subject matter, the setting and intellectual effects collectively. (Wilson 2007) describes 'ad hoc' concept as prototypical term in a specific position, selects a subgroup of prototypical or stereotypical classification members. Sometimes it may emerge that the real meaning of a lexical unit is indeed context and discourse reliant. The interpretation process of either narrowing or broadening fine tunes almost every word. Semantics plays the role of proving the different shades of meaning attached to a word while lexical pragmatics helps one to narrow the required specific understanding of the sense in the particular situation it is (written on) (Munge 2009)

Narrowing is prompted by a quest for significance including following the most accessible contextual implications (Wilson 2006, 2007). It comprises of mutual adjustment of context, specific assumptions and communicative significance introduced by a word. Narrowing therefore stops when the expectations are satisfied or abandoned in other words a single lexical item becomes prescribed in marginally various settings, the individual meaning also comes about in discourse context and pragmatic expectation (Sperber and Wilson 2002).

1.8.3 Lexical Broadening

This is a word meaning more than the encoded one with the sense becoming broader. There is widening of meaning in a word (Munge 2009). When this happens, then is approximation and categorical extension which are sub categories of broadening.

1.8.4 Approximation

This involves slight extension of meaning, hence minimal broadening. Meaning is put differently from the encoded meaning. A lexical unit with inflexible senses is minimally extended. Consider the use of the word 'flat' in the example adopted from (Munge 2009:1)

- The iron board is flat
- My garden is flat
- My neighborhood is flat
- My beer is flat
- The earth is flat

These examples have different interpretations of the word 'flat' which vary in degrees and type of approximations of the context the words are used in. The same applies to graffiti

1.8.5 Metaphorical Extension

It involves a more fundamental variety of broadening which enables the communicated concept to split further from the encoded concept; consider the phrase 'Dalamere is here'

- A man known as Dalamere is with us
- Milk products associated with Dalamere are here
- Farming is with us
- Killer grandson of Dalamere is here (Tom Cholmondeley)

The meaning 'killer grandson is a metaphorical extension of the word 'Dalamere 'since it departs much further from the denotation of the word or lexical item and the extended interpretation is only and only obtained in context the word is used in.

1.8.6 Categorical Extension

This involves a further variety of broadening which occurs often with brand names to denote broader categories of a concept encoded; consider:

With all these cars and factories China is the US

The concept US might convey the ad hoc concept 'US' which may be extended to world's biggest energy user.

1.9 Methodology

This part of the study dealt with methods of data collection and data analysis. The data collected were graffiti texts from five primary schools and five secondary schools' washrooms from Njoro Sub-County.

1.9.1 Sample size

A total of two hundred graffiti texts were used as data for this study. The two hundred texts were purposively selected from five public primary schools and five high schools in Njoro Sub-County. Twenty graffiti texts were collected in every selected school which added up to one hundred graffiti texts from five primary schools and one other hundred graffiti texts from five secondary schools. The ten schools were randomly selected. Njoro Sub County has

roughly thirty primary schools and over twenty secondary schools. It is therefore our view as researchers that the ten schools were representative of toilets graffiti obtaining in Njoro sub-county.

1.9.2 Data Collection

The research used direct observation method. The researcher observed and wrote down the graffiti texts in primary school and secondary school student washrooms in Njoro Sub-County.

The researcher too made photographs of texts in toilets of primary and secondary schools students using a camcorder. The texts were then labeled accordingly. We used both qualitative and quantitative strategies to collect data. For interviews, the research visited selected schools to interview the school administrators on their reaction towards graffiti texts in toilets. The interviews were recorded using a camcorder and were later transcribed.

1.9.3 Data Analysis and Interpretation

The data was collected via writing down the texts and taking photographs. Interviews too were used. Thematic analysis was also used. The dominant themes of graffiti occurring in both primary and secondary schools were captured and presented through narratives. The data which were collected through questionnaires, and which were both quantitative and qualitative in nature, were analyzed using descriptive statistics. The data was coded and computed to compare some running themes in both public primary and high schools' use of graffiti after the analysis of the quantitative data. The data collected were analyzed within the structure of lexical pragmatic taking into account the concept of broadening and narrowing processes.

CHAPTER TWO

LINGUISTIC DESCRIPTION OF TOILET GRAFFITI

2.1 Introduction

This chapter explicates the linguistics properties of the language used in Toilet Graffiti in Primary Schools and Secondary School. It provides too the basic understanding of graffiti in the subsequent chapters.

2.2 Historical Overview of Graffiti

The term graffiti has its origin in the Greek word graphed in "write" and the plural version of the Italian word "graffito" which denotes sketching and lettering and it is nonformal and illegal. It is mostly written in public areas by unnamed characters and sometimes by groups Blume (1987). According to Abel and Buckley (1977) graffiti is a type of message conveyance which can be individual or the free of the day to day social pressure that hinders individuals from rendering spontaneous voices from their inner self. Graffiti signifies a particular manner of paintings in original English. Nevertheless it is currently linked to any variety of scribbles, sketches, images or signals on walls or anywhere no matter the motivating factor behind the writing.

Graffiti has been practiced for a long time by a number of people who feel suppressed in some way (Nwoye, 1993). A similar cluster of people who are banned from or deterred from accessing civic illustration look up for alternative channels, hence wall graffiti on communal areas becomes a preferred preference, the school going lot in the bigger part of the world is seen to be such like group which lacks the opportunity of free speech.

Rothman (2002), observed that it is in the growth stage in life of high school learners (adolescence) that students contend with the school administration. According to them their adolescents are extensively misperceived in the notably grown-up led world which determines the social organization. The gap between adults and youths is hence naturally widened and so the latter resists and defies the administration that restrains them. The response of learners in learning institutions to the authority is similar. They never have special statutory channels to air themselves out and they hardly participate in resolving issues impacting them. The one and only effective channel that accords them the freedom to convey their feelings concerning the society around them is graffiti writing. The most captivating experience is the confidentiality and the obscurity that graffiti writing entails and so they

expose themselves confidently with no worry of the aftermath. Therefore graffitist have a good chance of conveying their concerns and so graffiti portrays the contemporary issues among learners.

2.3 Attitudes Towards Graffiti

Attitudes towards graffiti can be both positive and negative.

2.3.1 Positive Attitudes Towards Graffiti

Graffiti is considered as a significance means of communication which is subjective and unrestrained from daily common restriction which hinder people from unrestricted dominion over their thinking, Abel and Buckley (1997). As stated in the research carried on in the USA, other universities nowadays acknowledge the usefulness of graffiti in notifying the university authority on crucial sociable concerns in the institutions. They therefore have scribbling corners where students air themselves freely since they won't be penalized. The university administration then takes photos of the texts and conserves the records for later use and for appropriate measures to be taken. They then paint the walls again for new texts.

According to Yieke (2003) the administration ought not to neglect graffiti if at all they should know the attitude and needs of students. If approached wisely, graffiti can pave way to a channel whereby students can air their innermost feelings broadly. It would also trigger freedom to teach and continuous intellectual nourishment. Additionally on emphasizing the absolute means through which graffiti can yield, Yieke (2006) posits that graffiti can work better as a way of conveying messages in places of work for women. Women are usually not listened to and so they are always in pursuit of their own voice. They therefore use graffiti to air their ideas, seek for guidance, backing, inspiration and reassurance. They at some point involve men in the issues in a world that extinguishes them. These perspectives influenced the current study in the analysis of graffiti in schools' toilets not as opinions by useless minds just buying time but rather as thoughtful approach for far reaching concerns among them.

According to Alonso (1998) graffiti is a means of expression that is considered as continually denouncing the supremacy communication. On the other hand Nwoye (1993) asserts that people who have been hindered from raising their feelings openly explore other channels and preferably graffiti on walls of open places. He further picks out students in the largest part of the world as the leading lot. These perspectives are significant to this paper that considers students as the lesser and exploited group as so they opt to graffiti writing as the substitute avenue of conversation wherefore other avenues are ineffective.

2.3.2 Negative Attitudes towards Graffiti

Crystal (1997), asserts that graffiti is considered an undesirable bother or as costly mischief which should be re-examined. Its existence usually is implied to confer a universal sense of decay and intensified cowardice for crime. On the same note Cole (1991) posits that graffiti writing is generally treated as unintended echoing on walls. Nwoye (1993) on emphasizing the opinion of school administrators in Nigeria asserts that graffiti is generally perceived as an absolute enunciation of the teenager excitement and an indication of mischief. Another observation by Alonso (1998) is that graffiti is considered to be riotous and incitive since it is looked at as more yielding under tyrannical systems. This opinion is approved by Crystal (1997), who posits that that graffiti from time to time is considered to be part of a heritage that resists against contemporary community jurisdiction.

Research carried out in the US and in Britain demonstrates the administration using a lot of money in trying to encounter and cage graffiti by banning the sale of propellant spray through penalizing graffitists heavily and also making the act a criminal offense. Austin's view (2001) says that graffiti writing is not the lamentation of a nervous person wanting to convey joy or anger but the rebellious grumble of a bore. Additionally, Gadsby (1995) says that other people consider graffiti as a complicated abnormality, others a joke, partially mockery to others and so it is not a genuine area for study. This demonstrate the logic behind the area still broadly uninvestigated particularly in Kenya whereby just a handful survey has been done on the area.

2.4 Sex and Gender in Relation to Graffiti

Within the literature discussing graffiti in schools, one of the themes that arises is that of sex and gender. Women often write as much, and in some cases more, graffiti than men (Green, 2003). However, female inscribed graffiti is often intended to be interacted with much differently. While both men and women will write "sexually oriented" or "erotic" graffiti on university washroom and library walls, the literature suggests that men make statements while women interact. Also, men's washrooms tended to have more explicit homosexual oriented graffiti than women.

2.4.1 Graffiti Written by Males

In an analysis of graffiti made by Green (2003), men seemed to write more about politics and sex than women. Also, graffiti written by men tended to neither be advisory or serious but pithy quips about race, sex, penis size, or location; for example, "x" was here. For men, statements of sex seemed to be competitive; a pronouncement of "conquests", performance,

or prowess (Bruner & Kelso, 1980). The graffiti, both pictorial and in word were about individuals, either themselves or about others, but mostly contained sketches of male and female sexual organs, either in the act of sex, the males in the process of ejaculation, or just the organs themselves

In washrooms, male graffiti often had comments that included hostility and race and being hostile to different races (usually being hostile toward racialized bodies). In a study conducted by Kelso and Bruner (1980), 54% of graffiti shown in washrooms was derogatory or racist. Images of swastikas or comments on race or affirmative action policies were evident in many instances of male graffiti but relatively absent in female graffiti (Green, 2003; Kelso & Bruner, 1980). Men also tended to comment on aspects of politics and economics, use expletives more often, and use longer sentences.

2.4.2 Graffiti Written by Females

Women tended to ask more questions and disclose personal information. Their graffiti more often referred to emotion and relationships often asking for advice on health and relationships (including how to deal with violent situations in relationships), body image, religion, philosophy, and sex (Green, 2003). Female graffiti regarding sex tended to lean toward sex advice, either giving or receiving it, and in situations of "straight" sexual relationship, it was mostly positive and supportive (Ibid; Kelso & Bruner, 1980). When discussions around homosexual relationships came up, sometimes as with male graffiti, there were a series of "negative" comments written. Within the discourse, there were definite positive comments regarding female homosexual relationships and female homosexual sex (Kelso & Bruner, 1980). This was rarely seen in male washrooms according to the reports of graffiti indicated in the literature.

The graffiti in women's washrooms also was presumably seen exclusively by female eyes so issues regarding men, specifically how to deal with men in situations of relationships, sex, or violence allowed women's graffiti to come up with possible solutions and outcomes to problems dealing with men. It seemed to be a "safe space" to discuss concerns. It also allowed for a community to form or at least the knowledge that other females were going through similar circumstances and that they were not alone or "normal" for thinking these thoughts (Green, 2003).

2.4.3 Differences Between Graffiti in Male and Female Washrooms

Men on the other hand, even if they had those concerns would not voice them. For example, a woman asked for advice regarding her readiness to have sex with her boyfriend in a

washroom stall discussion. Many women commented based on their own experiences. Kelso & Bruner (1980) state that if a man had such concerns in regards to having sex with his girlfriend, he would dare not ask, even if it were a concern to him.

2.5 Types of Graffiti Used to Communicate

Earlier researchers on graffiti attested to the existence of several different types of graffiti which serve different functions in relation to the society. Noticeably each graffiti's composition is exclusive to the content and context from which the graffitist writes. According to Abel and Buckley (1977) quoted in Alonso (1988), all types of graffiti exhibit a captivating and a substantial origin of information for human behavior scholars, besides providing an intense and open critical insight into hidden side of a society. Some of the types are discussed below:

2.5.1 Political graffiti

Political graffiti is one common type which is also called radical graffiti according to Phillips (1999) quoted in Bartholomew (2001). It fundamentally opposes political subjection and authoritative control. Political graffiti is the most open and posted on area where most targeted readers can access them. It is considered safe and also the graffitist doesn't have to fear the aftermath of confrontation.

The ordinary man expresses his critique on favored policy and ideology of the oppressor in political graffiti. The motivation behind the writing emanates from the tyrannical and suppressive lot in authority. The ideas communicated in political graffiti are anti- the organization, ideas that are more or less 'forbidden' in the context. In such communication, the writers are thus airing out their wish for freedom and a change in the contemporary social order.

The political graffitists therefore use the graffiti as method to showcase defiance and at the same time institute arbitrations for recognition hence engage in an exertion for a better social order. In 2012 political graffiti images dominated the city of Nairobi, Kenya, courtesy of the deft hands of a group of young graffiti artists. Political graffiti was evident in public toilets, building walls and even on roads and tunnels. A gigantic vulture was drawn in one of the political graffiti on a throne with a briefcase spilling over with cash cuffed on his wrist with a chain. All manner of defamation that had happened in Kenyan Economy was evident in the political graffiti. The message below the drawings was crystal clear "It is only your vote that has the power to eliminate the vultures" where the vultures referred to the corrupt political class. According to MC. Glynn (1972:353) political graffiti texts are chunks of truth, a

summary of facts that include subject matters affiliated to employment status, bureaucratic power, freedom of expression, spiritual thoughts and human rights.

According to Jeff Ferrell's crimes of style, urban graffiti and the political criminality studies, markings of racism and reaction had been experienced in Denver in the late 1980s and early 1990's. The matter of racism is further demonstrated the propagation 'white power' messages, images and pictures of Swastikas (1993:3). This graffiti disclosed the urgency for White racists to sustain their position in the ranking of whiteness and power, to accredit their own problems to own-created scapegoats so as to abridge the intricacy of a steadily inconsistent environment.

At some point in time, the alleys of Denver encountered graffiti hits during war in Persian Gulf. The graffiti clearly revealed the 'criticism of U.S by people, imperialism and linguistic attacks on Saddam Hussein| (1993). Nevertheless, Ferrell asserts that extreme political graffiti shouldn't be classified as anomalism.

Authorities behold political graffiti as rowdy and inflammatory and so they battle to censor its writing and thereupon truncate the discussion they generate.

2.5.2 Existential Graffiti

Existential graffiti is another type of graffiti. It is associated with Alonso (1998). It constitutes individual self-annotations which can be sub-categorized differently depending on their thematic content which can be racial, religious, sexual or even love.

Most of them comment on typically inexpressible issues in public since they are either obscene or taboo in nature. These are commonly found in public washrooms and are rampant in defamatory inferences and nasty expressions. The current study analyzed and compared graffiti texts in terms of messages in public primary and high schools' washrooms in Njoro Sub County borrowing from this classification.

While earlier studies in graffiti concentrated a lot on the view at graffiti as defacement of other people's holdings and so it should be condemned, the current study concentrated on graffiti as a means of students airing out their grievances about the authority and fellow students in both primary and secondary school washrooms in Njoro Sub-county.

2.5.3 Gang Graffiti

This is a type of graffiti texts by a group(s) aimed at labelling their areal borderlines, conveying sentiments and articulating group identity and solidality. This type of graffiti aids to accomplish four potentialities of territoriality.

Geographical organization of gang writing on public surface is what defines a classification of an area by gang writers. The bearing of a territory is conveyed through slogans, symbols and messages.

Gang graffiti is thought of as the most brutal and dangerous although it comprises a very small fraction of general graffiti. Gang graffitists delight in "marking territorial boundaries, advertising individual members and threatening rival gangs." And so this episode instigates avenues of a sub-culture which impels to more serious antisocial behavior like robbery, aggression, confrontations, and drive-by shootings (Grant, 1996).

Even though there is a big digression of gang graffiti from the current study, it is worth noting that its elementary properties are after all pertinent. The elementary properties of course share with all other types of graffiti. The gangs are a minority and consider themselves marginalized and denied an avenue to air themselves out against the stronger society so as to be recognized and noticed. The same applies to students both in primary schools and secondary schools.

2.6 Styles of Graffiti Writings

Graffiti writing has a variety of writing styles with specific names. They are discussed below:

2.6.1 Tagging

In tagging, the graffitists tag their personalized signature. It is therefore a hand style graffiti. Tagging is the example usually given when opponents of graffiti refer to any hand-style acts graffiti writing. They bear inferred and ambiguous messages that might consolidate the artists crew, initials or other letters (Sunday times 2/5/2010).

2.6.1.1 Wild style

It is a more complicated style of graffiti whereby a type of graffiti commonly involves intertwining of letters and linking pieces which are frequently harder to those who are not graffitists because the letters mix with one another in an unreadable way.

2.7 Graffiti and Learning Environment

According to Ngare (2008) administrators of secondary schools in Kenya reported concerns about the uncontrollable figures of students' defiance incidences which led to demolition of buildings, brutality and drug abuse. The administrators pointed out that defiance levels had gone wayward. Most of the issues that cause indiscipline cases in schools are mostly captured in graffiti writing and affect school learning environment if they go unchecked. Hougan

(1972) asserted that when some events or problems trouble the community, these anxieties manifest themselves in graffiti. He also suggested that the management would know much from reading walls of washrooms than by taking a poll.

According to Day (1996) demolition of buildings and property of school institution with no stealing of property entails social kickback against the management of the school. Studies carried out in the writing of graffiti, demolition of edges, windows and property in addition to looting are the commonest form of that prevails in schools. Graffiti happen in public and in private schools, more especially in restrooms, encompassing love affirmations, texts about making marijuana legal *Yes, I smoke. Legalize* and *stoned with pot* – and contents about government are rarely found.

Graffiti writing in schools may also be evidence of sexual harassment by young people generating a permissive culture, in which case such acts are not viewed as serious to attract punishment. These types of graffiti especially with sexual overtones when written in classrooms may affect students who may feel as if they are the victims of such harassment. According to Dupaquier (1999), sexual harassment is defined in a broader sense in school environment to include several forms of carnal intimidation like glancing, doing gestures, saying jokes, vulgar remarks, self display, and more other ways of abuse, like suggestions, hinting and unintended contact physically same with back chat and graffiti on cloak room walls. If all these issues reflected in graffiti writings are not addressed, they may cause disturbances or unrests in schools and hence affect the school learning environment.

From the reviewed literature, graffiti writing in schools had been viewed as vandalism of school properties that should be stopped by all means. There are other researches that found graffiti to be an important channel of communication that was used by voiceless marginalized groups to air their needs, interests and grievances. The current study embarked on an attempt to analyze graffiti writings written by students so as to unravel the unique and peculiar graffiti codes used by students to communicate amongst themselves. The study also attempted to establish the effects of graffiti writing on English language learning and learning environment. The current study attempted to bridge this disparity.

2.8 Summary

This chapter has pointedly been purposed to aid us get acquainted to the general linguistic concepts of graffiti in washrooms and types of graffiti. And in so discussing the properties of graffiti, we have covered quite a lot on concepts, terms and types. We have expounded in general on the feasible avenues to the study of graffiti and how to come out with meanings,

intentions and communicative values on texts. Here are some of the most important ideas in this chapter in a quick summary: Historical overview of graffiti, positive and negative attitudes towards graffiti, sex and gender in relation to graffiti, types of graffiti, styles of graffiti and graffiti and learning environment.

3.0. Introduction

This chapter provides an analysis of the results and findings of this research study. Taking into consideration that the research's data was collected via direct observation and writing down the texts, taking photographs, and also interviewing various respondents using questionnaires, there results and finding are analyzed below.

3.1 Findings from Direct Observations and Photographs of Toilets Graffiti

The current study found out that there exist various differences between primary schools and secondary school toilet graffiti in Njoro Sub-County public schools. This was established in terms of the forms of toilet graffiti in both boys' and girls' toilets from the study's observations and the photographs that were taken. The table below represents the summary of our findings.

Table 1: Summary of the Direct Observations and Photographs of Toilets Graffiti

Graffiti Category	Primary Schools Toilets	Secondary Schools Toilets
Toilet graffiti with single words	80%	20%
Dominance in phrase graffiti	62%	38%
Graffiti containing safety warnings on students' moral behavior	60%	40%
Graffiti with phrases subjugated by love and sex matters	40%	60%
Graffiti dominated with love feeling towards fellow students	55%	45%
Graffiti dominated by character criticism among students	30%	70%
Graffiti with phrases objecting school rules	25%	75%
Image and other drawings graffiti	70%	30%
Sentences graffiti	20%	80%

Graffiti with sheng and mother tongue words	18%	82%

Source: Field data (2019)

3.2 Response Rate

This particular study targeted 200 respondents based on their levels of education and administration duties (the respondents were obtained from primary and secondary schools in Njoro Sub-County). From this target population, only 180 ($n = 180$) respondents filled in and returned the questionnaires. This makes 90% rate of responding from the respondents. According to scholars' recommendations, a response rate that is between 50% and 60% is suitable enough for analysis and reporting (Mugenda & Mugenda, 2003). Any response rate than ranges between 60%-69% is regarded to be good and whereas that exceeds 70% is excellent. Additionally, 18 school administrators were interviewed. This excellent rate of response was achieved through the researcher's rigorous explanation to the targeted respondents on how to fill the questionnaires and the importance of this study.

Table 2. Response Rate Analysis

Category	Frequency	Percentage
Respondents (Yes)	180	90%
Non-Respondents (No)	20	10%
Total	**200**	**100%**

Source: Field data (2019)

Figure 1: Sample Population Response Rate (%)
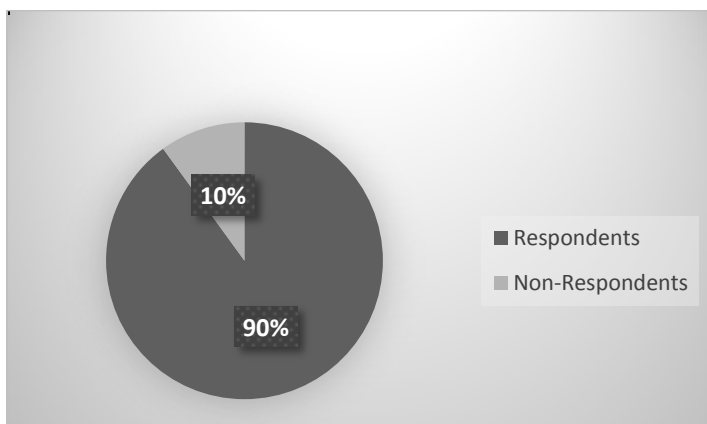
Source: Field data (2019)

3.3 Demographic Analysis

Demographic analysis is meant to explain and reflect the characteristics of the research respondents from the sample population.

3.3.1 Gender of the Respondents

The researcher collected information on the perspectives of toilet graffiti from the pupils, students, and teachers of the ten selected schools. The respondents were both male and female. To determine their gender, the respondents were asked to indicate the same (their gender) on the questionnaires. So it is represented in the table below,

Table 3: Gender Response in Primary Schools

Gender	Frequency	Percentage
Male	68	68%
Female	32	32%
Total	**100**	**100%**

Source: Field data (2019)

Table 4: Gender Response in Secondary Schools

Gender	Frequency	Percentage
Male	50	62.5%
Female	30	37.5%
Total	**80**	**100%**

Source: Field data (2019)

Figure 2: Gender Response both in Primary and Secondary Schools
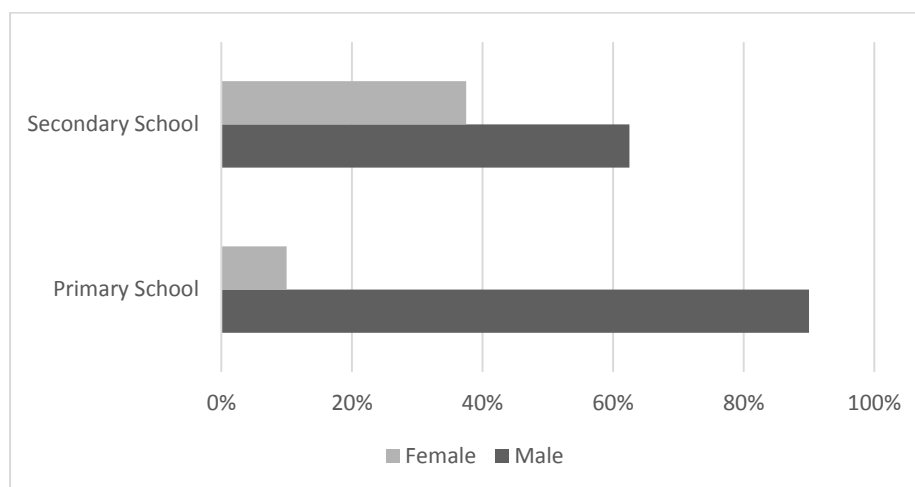
Source: Field data (2019)

From the findings in table2, table 3, and figure 2 above, the study established that there was a sizeable disparity between female and male as shown by the differences in percentage on female respondents against their male counterparts. The percentage of female respondents is less than that of male respondents in both the cases (in primary schools and secondary schools). This indicates that both male pupils and students did not shy off in responding to our questionnaires as compared to their female counterparts. However, they were given equal opportunities of participating in the research interview.

3.4 Information on The Perspective of Toilet Graffiti

a. Whether school's toilets contain graffiti writings and images

Here the researcher wanted to know whether the selected schools for the study contained graffiti images and writings on their walls. The data and information obtained was analyzed as it is shown in the table below;

Table 4: Presence of Graffiti Writings and Images

Response	Frequency	Percentage
Yes	180	**100%**
No	0	**0**
Total	**180**	100%

Source: Field data (2019)
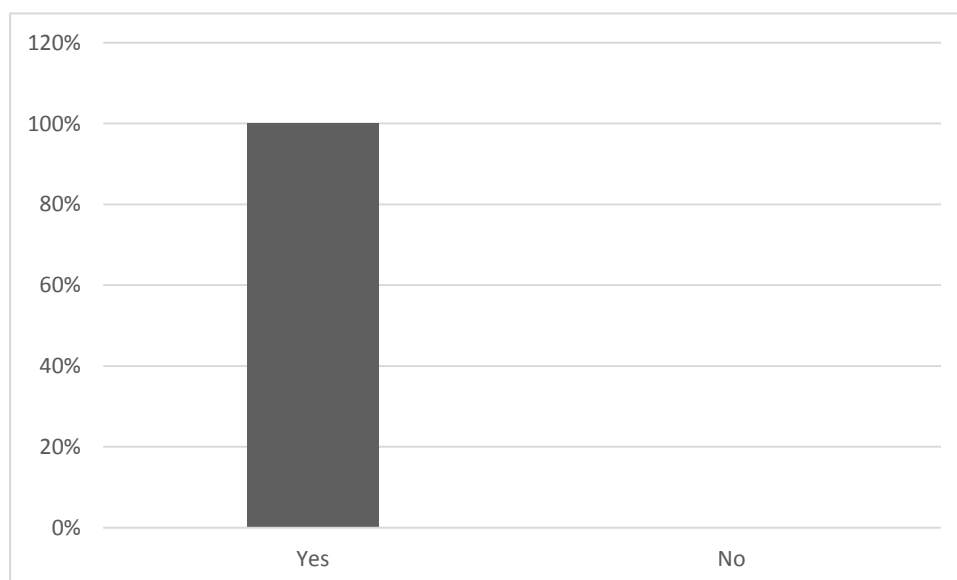
Figure 3: Presence of Graffiti Writings and Images

Source: Field data (2019)

From the findings above, it was noted that all the respondents (100%) agreed that toilet graffiti is common in their schools' toilets. This implies that school students or pupils frequently use graffiti to express their views secretly.

b. Whether the respondent has ever written any graffiti

The researcher wanted to know if the interviewee has ever been involved in graffiti writing and what, or why did he/she write? The information that was obtained was analyzed and presented below.

Table 5: Interviewee has been Involved in Graffiti Writing

Response	Frequency	Percentage
Yes	60	**33%**
No	120	**67%**
Total	**180**	100%

Source: Field data (2019)

Figure 4: Interviewee has been Involved in Graffiti Writing
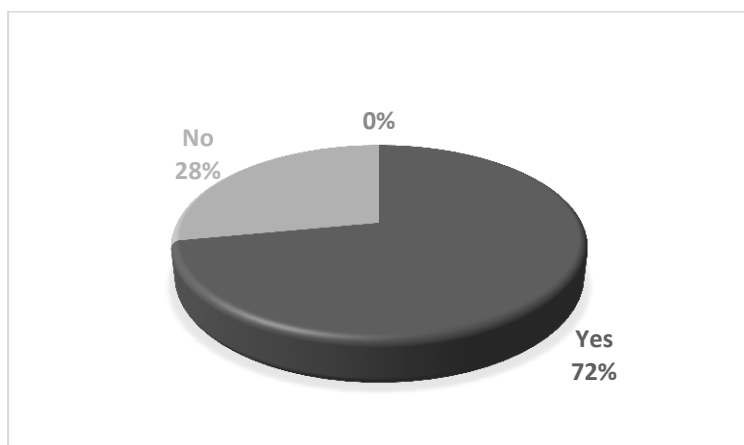
The total number of the respondents (60) who agreed that they have ever been involved in graffiti writing includes both the primary and secondary school respondents. Twenty respondents are from primary schools, while forty from secondary schools.

Table 6: Summary of Graffiti Categories Written by Respondents

The table below represents the number and percentage of graffiti for each category written by the respondents.

Category	Secondary School Respondents	%	Primary School Respondents	%
Insults	10	50%	15	37.5%
Heterosexual	8	40%	20	50%
Homosexual	0	0%	3	7.5%
Humor	15	75%	22	55%
Political	2	10%	15	37.5%
Religion	2	10%	6	15%
Drugs	1	5%	8	20%
Music	4	20%	10	25%
Sports	10	50%	22	55%
Romantic	1	5%	18	45%
Other Miscellaneous	3	15%	13	33%
Frequency	**56**		**152**	
Mean (Average)	**5**		**13.8**	

Source: Field data (2019)

The above summary graffiti written by interviewees indicates that in every category of toilet graffiti, an average of 5 and 14 secondary school and primary school respondents were involved respectively.

Insults Contents: Relatively a number of insult toilet graffiti was identified. At n = 10 and n = 15 from the primary and secondary schools' respondents. They expressed their rage against their fellows through insults. This implies that, regardless of the level of discipline in schools, students and pupils must be faced with various differences resulting to insults.

Sexual Contents (Heterosexual and Homosexual): According to this study findings, sexual content graffiti seems to be more dominant in secondary schools (at n = 20 heterosexual and n = 3 homosexual), compared to that found in primary schools (at n = 8 heterosexual and n = 0 homosexual). Although homosexuality is usually given a relatively significant coverage among sexual graffiti, it is not actually welcome and therefore it usually receives sharp opposition. Respondents from the ten selected schools come from families that are of low or medium socioeconomic status, correspondently, in this research, the level of social economic

status of our respondents should be the major reason for the experienced level of anti-homosexual and strong advocacy of heterosexual toilet graffiti.

Humor Contents: Humor graffiti category includes those writings through which the participants wanted to express their sense of humor to their counterparts. Humor graffiti contents are easy to distinguish from the rest of other inscriptions. Moreover, humor graffiti in the washrooms are mostly meant to mock the reader.

Political and Religion Contents: A total of n = 4, and n = 21 political and religious graffiti content were represented in the primary and secondary schools' respondents respectively. Their themes were either opposing or favoring certain political or religious viewpoints. In Njoro Sub-County, the respondents come from families who follow ideologies of different political parties and believers of different religions or denominations.

Drugs, Music, and Sports Contents: From the findings, some respondents mentioned drugs. Due to urbanization, it is possible that some of the student in Njoro Sub-county region have been or are likely to be exposed to the vice of drug abuse. Moreover, some mentioned music and sports graffiti. Technological advancement has exposed most of the youth to the music industry as compared to the past. Sports competitions and the betting industry for example so common betting partner "Sportpesa Company Ltd" has exposed a large number of the youth to sports.

Romantic Content: Even though romance was one of the least referred graffiti contents in primary school respondents, its presence cannot be underestimated. A primary school pupil may not prefer to write about romance or anything love related publicly, unlike music and sports content. In secondary schools, romantic contents were significantly higher than those in primary schools. This is an indicator that a larger number of learners is at their adolescence stage of involving themselves into love relationships.

Others: some of the toilet graffiti found were unable to be categorized by the researcher. They constitute a considerable share of the total toilet graffiti found in both the selected primary and secondary schools at 15% and 33% respectively. Although most of them were names, it was impossible to specify or understand whose names were they. Others included initials, triangles, stars, cubes, parallel, zigzag lines, and flowers.

c. **Whether the interviewee advocates for the use of graffiti as way of expressing their emotions, internal experience, and views**

The researcher wanted to establish from the respondents on whether they advocate for the use of toilet graffiti as the most appropriate way of expressing their views. Results are as shown in the table below.

Table 7: Advocating for the use of toilet graffiti

Response	Frequency	Percentage
Yes	130	**72%**
No	50	**28%**
Total	**180**	**100%**

Source: Field data (2019)

Figure 5: Advocating for the use of toilet graffiti
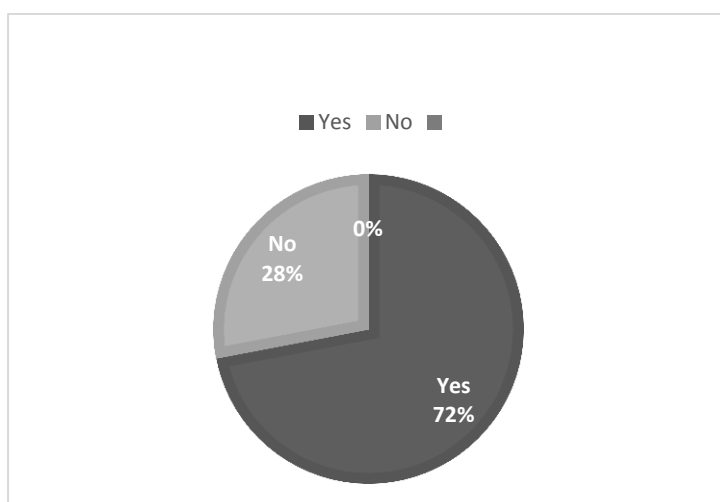
The above results imply that most of the respondents are willing to air their views through the use of graffiti writings and images. In this regard 72% said yes, while 28% said no for the use of graffiti as a mode of communicating their feelings to the rest of the students or pupils.

3.5 Descriptive Analysis

From the education sector, scholars have previous established that graffiti in primary and secondary schools are produced by those students whose performance is poor, they do not like schooling, and they are not committed to education. Additionally, those who are under pressure, distressed, angry, and aggrieved tend to create graffiti as a way of airing their views.

a. **Whether to what extent do the interviewee agree for the use toilet graffiti**

The table below represent the research findings from the respondents.

Table 8: The level of agreeing for the use of toilet graffiti

Level of agreeing	Primary School Respondent	Percentage (%)	Secondary School Respondent	Percentage (%)
Strongly agree	1	1%	6	7.5%
Agree	80	80%	49	61%
Neutral	14	14%	15	19%
Disagree	5	5%	8	10%
Strongly disagree	0	0%	2	2.5%
Total	**100**	**100%**	**80**	**100%**

Source: Field data (2019)

The current research attempted an investigation on the extent to which the respondents agreed or disagreed that toilet graffiti should be used as an appropriate way expressing their view. The results in the table above indicates that most of the respondents in the table analysis, both from primary and secondary schools agreed by 80% and 61% respectively, that graffiti should be used, where as a small number of the respondents strongly agreed or strongly disagreed.

   b. **Whether the use of graffiti can influence the relationship with others including the school administration and staff members**

The table below represent the research findings from the respondents.

Table 9: Influence of toilet graffiti on the relationship between writer and others

Level of agreeing	Primary School Respondent	Percentage (%)	Secondary School Respondent	Percentage (%)
Strongly agree	6	6%	8	10%
Agree	80	80%	49	61%
Neutral	9	9%	15	19%
Disagree	5	5%	6	7.5%
Strongly disagree	0	0%	2	2.5%
Total	**100**	**100%**	**80**	**100%**

Source: Field data (2019)

The study was sought to investigate the extent through which the respondents agreed or disagreed that the use of graffiti writings in the school's toilets can influence the relationship

between the school administration staff members and the affected students in Nakuru County. The results in the table above indicates that most of the respondents in the table analysis, both from primary and secondary schools agreed by 80% and 61% respectively, that graffiti should be used, where as a small number of the respondents strongly disagreed.

c. Whether the use of toilet graffiti has been effective in expressing pupils/students' view

The researcher intended to investigate on how effective has the use of toilet graffiti has been to the past experience of the interviewee. The table below represent the research findings from the respondents.

Table 10: Effectiveness of Toilet Graffiti

Level of agreeing	Primary School Respondent	Percentage (%)	Secondary School Respondent	Percentage (%)
Extremely effective	10	10%	8	10%
Very Effective	30	30%	15	19%
Effective	50	50%	49	61%
Fairly effective	10	10%	6	7.5%
Ineffective	0	0%	2	2.5%
Total	**100**	**100%**	**80**	**100%**

Source: Field data (2019)

On the investigation on the extent through which the respondents think that the use of graffiti writings in the school's toilets has been effective in expressing their views in the past, the above table shows that the majority belief that the practice has been effective. It shows that the majority who think that its effective were 50% and 60% in primary schools and secondary schools respectively. However, it is very few respondents who think that it is ineffective at 0% and 2.5% in public primary school and high schools respectively. Therefore, the majority of the respondents feel comfortable in passing out the inner feelings privately without being identified.

d. The most common toilet graffiti category

In this case, the researcher intended to establish the most and least toilet graffiti in the selected schools from the respondents. The categories that were being investigated were based on; humor, sexual, insults, and social issues. The table below represent the analysis of the research findings from the respondents.

Table 11: The most and least common toilet graffiti

Graffiti Categories	Primary School Respondent	Percentage (%)	Secondary School Respondent	Percentage (%)
Humor based on: sexual and scatological	30	30%	8	10%
Sexual based on: Odd sexual, Heterosexual, & Homosexual	40	40%	40	50%
Insults based on: sex, ethnicity, & academics	20	20%	20	25%
Social issues based on: Music, sports, drugs, and politics	10	10%	12	15%
Total	**100**	**100%**	**80**	**100%**

Source: Field data (2019)

According to the findings and the analysis of the information obtained from the respondents on the common graffiti categories, the above table shows that the majority belief that the practice has been effective. It shows that the majority of the respondents mentioned that sexual based graffiti categories were common both in primary and secondary schools. Those who think that sexual based toilet graffiti were most common were 40% and 50% in primary schools and secondary schools respectively. This implies that most secondary students and upper primary pupils are engaging in active sex or they being introduced to it.

  e. **Use of punishment for toilet graffiti users**

The researcher wanted to establish from the teachers who were involved in the research survey if they can prefer for the use of punishment as a way discouraging the vice in schools. Ten teachers were involved in the exercise. The following table represents their response.

Table 12: Use of punishment for toilet graffiti users

Response	Frequency	Percentage
No	7	70%
Yes	3	30%
Total	**10**	**100%**

 Source: Field data (2019)

Figure 5: Use of punishment for toilet graffiti users
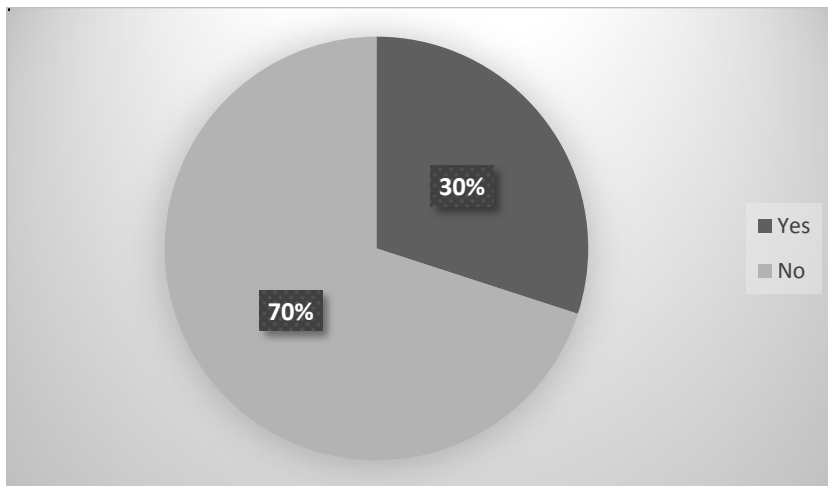
From the above findings as represented in table 12 and figure 5, it was established that a majority of teachers who were involved in the study survey did advocated for the use of corporal punishment as a way of discouraging pupils and students from using graffiti in their toilets. This implies graffiti is perceived to be a vice but it needs to be controlled by coming up with other suitable methods through which students/pupils can communicate their view and feeling to others.

   f. Alternatives for toilet graffiti

Teachers suggested that in order to prevent toilet graffiti in schools, school administrations should start offering favorable counseling services, free interaction sessions (strait talk occasions), and best alternatives to their students and pupils in terms of expressing their views.

3.6: Regression Analysis

By determining the existing relationship between dependent variable (the perception of toilet graffiti) and independent variables (selected primary schools and secondary school's response findings) of this study, multiple regression analysis was used.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where: - Y is the perspective of toilet graffiti, β_0 is the regression constant for the Y – intercept, $\beta_1 \beta_2$ are partial regression coefficients (for every unit change in X, it results to change in Y), and ε represents the error term. By fully determining this relationship, the model of regression is moderated by the incorporation of various intervening variables including response analysis from the selected primary schools and secondary school respondents.

Y	β_0	$\beta_1 X_1$	$\beta_2 X_2$
130	10	100	60
180	10	56	152

Following the findings from the respondents as by the questionnaires distributed to the N = 180 primary pupils and secondary students from the ten selected schools in Njoro Sub-County, Nakuru County, the above table represents the total number of the respondents who advocated for graffiti and were willing to respond (n = 130). Also, it represents a summary of the categories of graffiti that were preferred by every respondent (n = 180). The regression coefficients include: $\beta_1 X_1$ (Primary school respondents), $\beta_2 X_2$ (Secondary schools' respondents), and β_0 is the constant. A quick analysis tool for regression statistics was used to analyze data from the above table as follows. The results of this analysis are shown below.

SUMMARY OUTPUT

Regression Statistics	
Multiple R	1
R Square	1
Adjusted R Square	65535
Standard Error	0
Observations	2

ANOVA

	Df	SS	MS	F	Significance F
Regression	3	12992.72	4330.906667	#NUM!	#NUM!
Residual	0	0	65535		
Total	3	12992.72			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	10.3157895	0	65535	#NUM!	10.31579	10.31579	10.31579	10.31579
10	0	0	65535	#NUM!	0	0	0	0
100	1.69684211	0	65535	#NUM!	1.696842	1.696842	1.696842	1.696842
60	0	0	65535	#NUM!	0	0	0	0

RESIDUAL OUTPUT

PROBABILITY OUTPUT

Observation	Predicted 130	Residuals	Standard Residuals
1	18.8	-1.1E-14	-1.732050808
2	180	0	0

Percentile	130
25	18.8
75	180

ANNOVA: Two-Factor Without Replication

SUMMARY	Count	Sum	Average	Variance
Row 1	3	170	56.66667	2033.333
Row 2	3	28.8	9.6	19.48
Column 1	2	20	10	0
Column 2	2	105	52.5	4512.5
Column 3	2	73.8	36.9	1067.22

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Rows	3322.907	1	3322.907	2.944778	0.228292	18.51282
Columns	1848.813	2	924.4067	0.819214	0.549688	19
Error	2256.813	2	1128.407			
Total	7428.533	5				

Normal Probability Plot

Sample Percentile

180
18.8
75
25

0   50   100   150   200

130
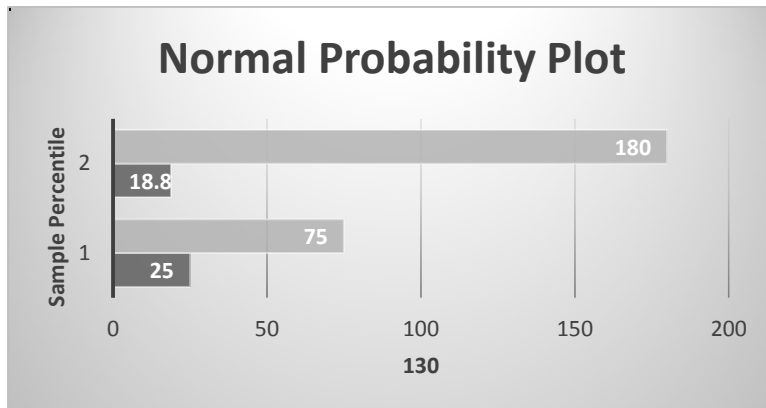
In the data analysis of the results, correlation, regression, and ANOVA was used to establish the fitness or significance of the model and used to establish the link that exist between the perspective of toilet graffiti with the primary pupils and secondary school student from the selected schools. The R square of the data analysis is 1, which is a good fit. The positive value of the R square implies that all the variables that were used in the model, are more significant in the determination of the perspective of the toilet graffiti by both the primary and secondary students. A hundred percent of the students and pupils' reputation and their level of advocacy is as shown in the analysis above. In this regard, the independent variables β_1X_1, (Primary school respondents) and β_2X_2 (Secondary school respondents) has a significant influence on the perspectives of toilet graffiti. Therefore, according to the above findings, the analysis shows that there is a substantial influence on the perspective when comparing the response from both the primary school and secondary school respondents.

3.7 Thematic Analysis

In comparing between the results found and the analysis of the direct observation and photographs taken form the toilets with the kind of response mentioned in the interviews, a thematic analysis of the general toilet graffiti shows that the contents obtained more diverse.

For instance, from the direct observation and the photographs taken during the survey, it indicated that graffiti having phrases of showing sexual interest among pupils and students were 55% in primary schools, where by 45% were observed in secondary schools. But this is different from the information obtained from the respondents. This is because, the respondents mentioned that, based on Sexual (Odd sexual, Heterosexual, & Homosexual), 40% and 50% of the toilet graffiti in primary and secondary schools were common.

Therefore, it can be asserted that learners do not have a chance to air their thoughts because they are considered to be the incapable group in the classroom context.

3.8 The Analysis of the study's Null Hypothesis

The hypothesis of this research study intended to establish whether:

i.   There are specific types of graffiti used by students in both primary and secondary schools in Njoro-Sub-County

ii. Graffiti communicative strategies are used by students in primary and secondary school in Njoro Sub-County.

iii. There are specific responses that both primary and secondary school administrations exhibit towards graffiti.

According to the objectives of the study in accordance with the alternative and null hypothesis the following was established as by the research results and findings;

i.   It was established that there are specific types of graffiti used by students in both primary and secondary schools in Njoro-Sub-County

ii. It was established that various graffiti communicative strategies are used by students in primary and secondary school in Njoro Sub-County.

iii. It was established that there are specific responses that both primary and secondary school administrations exhibit towards graffiti.

3.9. Summary

In this chapter results and findings were analyzed. Taking into consideration that the research's data was collected via direct observation and writing down the texts, taking photographs, and also interviewing various respondents using questionnaires, there results and finding shows that contents obtained were more diverse. Lexical pragmatics theoretical framework as the tool of analysis was used. It consisted of two theories paired into a single theory i.e. lexical semantics and conversational implicatures. Lexical pragmatics aimed at accounting for interpretation of texts and utterances based on context and encyclopedic knowledge.

CHAPTER FOUR

4.0 LINGUISTICS STRATEGIES OF GRAFFITI IN PRIMARY AND SECONDARY SCHOOLS

4.1 Introduction

This chapter incorporates the data collected from the field. The processes are broadly classified into two categories namely narrowing and broadening. This chapter is set to establish whether Lexical Pragmatics theory can adequately analyze the data. Lexical Pragmatics is a recent area in Linguistics whereby the definitions of words are often pragmatically edited and polished in context, such that their input to the proposition implied from their linguistically encoded sense.

4.2 Lexical Narrowing

This is a case where a lexical word is used in a more specific sense than the encoded sense, resulting in a narrowing of the linguistically specified denotations. Lexical narrowing may take place in a more strict sense than the encoded sense hence leading to narrowing of the linguistically specified denotations. Lexical narrowing takes place to various levels and various directions. Put differently, lexical narrowing is a situation whereby a lexical item is used in a more distinct sense than the encoded one. Its effects are to bring to fore a specific sub- part of the lexically specified denotation.

HB8. Buda huwasha.

Consider the above graffiti text *Buda* is a sheng expression used by youths to refer to dear friends/ comrades. *Washa* is a Kiswahili word meaning to light. So *huwasha* can be translated to the verb lights. This phrase *buda huwasha* grossly means a comrade/ colleague usually lights. The graffiti text washa can broadly mean a penumbra of things such as smoking; since smoking involves lighting of a match stick, drinking alcohol or water or chewing miraa. It can too mean being cruel as a result of an insult. The graffiti text can be decoded in terms of drinking alcohol and chewing of miraa since the impact of both in one's psychological state is anxiety. After drinking alcohol or chewing miraa a person's anxiety is triggered by the alcoholic content in the alcohol and the drug in the Miraa. Therefore by the process of lexical narrowing the phrase can be translated to mean drinking of beer. This was so due to contextual assumption in that the graffiti text *Jameson* which is an alcoholic brand was found alongside the former. Hence we could decode the intended meaning of the graffiti text as

consumption of alcohol. It is an indicator that there is a group of students who take alcohol. Lexical narrowing entails picking on the narrowest meaning leaving all other meanings out. Let us look at a further example.

PG 14 shawa (shower).

This graffiti text **PG14** was collected from a girls' toilet was written above the toilet tap though misspelt, the correct spelling is shower which according to oxford dictionary means a light fall of rain or a bath wherein a person stand under a spray of water to wash. It is also a verb which means to wash oneself in a shower. We can therefore deduce the meaning to be a reminder from the graffiti writer to the fellow students to observe the etiquette of hand washing after toilet use. It is a value taught in the Kenyan primary school curriculum/ syllabus in the learning area known as Hygiene and Nutrition. We can consider a further example below:

PB18 KWANGWARU

It was collected from a boys' toilet. The graffiti text *kwangwaru* is a title of a music genre known as Bongo which is a favorite among most Kenyan youths, sung by an artist known as diamond. The graffiti writer was trying to convey a message of his dear love for the particular music item. It is an indicator of much love for Bongo music for primary school boys. Narrowing played a big role in the current study's data collection and analysis. We can consider this other example.

PG10. STOP HIV.

This graffiti text was picked in a girl's toilet wall. It is partially spelt to mean HIV /AIDS. It is a disease mainly transmitted through sexual contact between an infected person and a non-infected person. There are other causes like contact with infected blood but it is majorly interpreted that sexual transmission is the main cause. In Kenyan primary schools' curriculum prevention and spread of HIV/AIDS is among the taught topics in science as a learning area. The graffiti writer therefore could be echoing the lesson of the day about prevention of HIV/AIDS hence warning fellow girls about its adverse effects. So they ought to take precautions by living sexually responsible lives in order to stop the infection and spread of the disease. In other words, they should stop acts that lead to the infection. Let us examine this further example sending the same message:

PG 9. BE SAFE.

It was collected in a boys' toilet wall. The author could be giving a plausible advice to fellow boys to take care of their sexual behavior so that they be safe from sexually transmitted

infections. This meaning was deduced through narrowing since the same graffiti text appeared alongside PG10 (STOP HIV).

4.3 Lexical Broadening

According to Blutner (1998) broadening implies the use of lexical item in a wider sense than the encoded meaning. In some status a lexical item may be grasped in a broader meaning than the grammatical one. In lexical broadening a lexical item is used to communicate a more general meaning than the encoded one with of course a coherent expansion of the linguistically specified denotation. In this, approximation, metaphorical extension, category extension and neologism are subdivisions of broadening and they are basically are dissimilar in the measures to which lexically defined meaning is broadened. Varieties of broadening shown in this study include the following:

4.3.1 Approximation

This is a situation whereby a word which has an approximately strict sense is minimally extended to combine a number of elements; this is what Laserson (1999) refers to a 'pragmatic halo' which strictly speaking comes outside its linguistically specified denotation. Approximation is slightest form of broadening. It is also known as loosening in that round numbers, geometric terms, and negatively defined terms are good examples.

Let us consider this example among our collected data whose meaning was deduced through approximation;

PB1. SIMBA (lion)

The graffiti text was found in a public school's boys' toilet. Simba is Kiswahili word for lion. A lion is one of the big five wild animals in the world. It is known to be the king of the jungle/ beasts. This attribute of kingship makes it the most feared as it is considered to be the bravest carnivore in the jungle. In a Kenyan school setting the deputy principal/ head teacher is the one in charge of discipline among students. He too does the task of teacher management. Learners could have nicknamed the school deputy principal as *samba* due to his sternness in matters discipline. Let us examine a further example below:

HB9 JAMENSON

It was written in capital letters probably for emphatic purposes. It is brand name of an alcoholic drink. There could be lovers and drinkers of alcohol in the school who probably have some fishy way of availing alcohol in the school compound.

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4.3.2. Metaphorical Extension

Metaphor may be perceived on a profound type of broadening in that the conveyed concept departs much more from the encoded concept compared to other sub varieties of broadening mentioned earlier on. In the current study some metaphors were collected. Consider the sentence graffiti below:

HB9. Discipline and diligence pay

The data appeared in a boys' toilet wall in boy's high school. The graffitist opted to use a metaphor to ascertain to the audience that it is only with discipline and diligence that they can succeed in life. This is an indicator that there are students who take keen interest in pieces of advice from teachers. Consider this other metaphorical expression in our data: **HG10. Be careful while depositing.**

It was collected from a girls' toilet door. The graffitist has used the concept *depositing* in a radical way from its conventional meaning to denote bowel emptying. The graffiti writer could be urging the fellow toilet users to observe etiquette while using the toilets. The author is urging her comrades to observe cleanliness and follow hygiene rules.   There could be a lot of dirt in the toilets hence the writer decided to use full sentence for clear interpretation by all the toilet users and also could be a sign of being pissed off with the vice. Another metaphorical expression that the study was able to collect was as follows:

PG12. Fanya tabia pata mtoto (Misbehave and bear a child).

There could be an alarming rate of early or unwanted pregnancies in the school which was a result of irresponsible sexual behaviour between girls and boys. So, the author is warning the girls about the consequence of the same. The author has euphemized the message a lot.

PG29. Najua kusoma (I know how to read) is another metaphorical expression in our data. The sentence is grossly translated as I know how to read. The author could be irritated by other graffiti writers who ridiculed her indirectly on the toilet wall by calling her *the bigger broom*. She is therefore responding by assuring them that she has read whatever they wrote about her and so it is no longer a secret that they are gossiping her. This is an indicator of cold wars or rather wrangles among the learners concerning their social life and academic endowment. Let us examine this example of graffiti text from our data:

PB17. CintiaNjambi my demand.

The above graffiti text was found in a boys' toilet wall in a public primary school. The author seems to be a secret admirer of a girl called Cynthia Njambi. He therefore uses the expression my demand to emphasize and how much he loves and needs the girl Cynthia Njambi. Love affairs is a common scenario among adolescent girls and boys in primary schools. They are

expressing their feelings at this very initial stage in their lives an indicator that guidance and counselling is inevitable here. Another metaphor indicating matters love is as follows:

PG19. Tausi (Peacock).

This is a Kiswahili word for peacock which is a bird linked with bride and beauty amongst all animals and birds in the world. There could be a girl who is always neat and clean and so the graffiti writer is expressing his love for the girl by calling her Tausi. The general appearance of girls at their adolescence stage could be the talk of the day amongst boys as they analyze the girls' beauty hence love matters is a topic in boys' social talks

4.3.3 Categorical Extension

This is a further variety that is characterized by prominent labels to signify a general rank in addition to less prominent labels. Individual names like Chomsky, Shakespeare and common nouns both lend themselves to categorical extension (Wilson2003). This refers to a specific person. Chomsky is an intelligent person and therefore has the characteristics of intelligence. Under categorical extension, all the geniuses, which are the new category, can be regarded as belonging to a larger variety of which Chomsky is the pertinent member. Graffiti in schools has expansive reflections on category extensions.

The choice by students to use single word graffiti to express their feelings may have resulted from the fear of being noticed by the rest of the students since graffiti writing is considered a punishable offence in most secondary schools by the school administration. Hence the smallest opportunity the students got is used in conveying messages hurriedly for anonymity purposes.

The current study collected a number of single word graffiti texts under categorical extension. We can consider the example below:

HB10. Bob Marley

It was picked from a boys' toilet wall. Bob Marley is a name of a Jamaican singer who was famous of reggae music. He was considered one of the pioneers in the famous reggae genre of music. Below the graffiti text Bob Marley was another text THITIMA which is a Kikuyu word for electricity. Kikuyu is a language spoken by one of the 42 Kenyan tribes called Gikuyu. The graffiti writer of **HB10** could be referring to a fellow student who is known to be the best dancer/ singer in reggae or secular music generally. The graffiti text thitima emphasizes in the former text by referring to the student as eminent and competent in the reggae music. It is therefore a sign that students adore secular music so much. Also indicates that some students might be having radios or phones in school and they spent most of their

free time listening to reggae and other current popular music. Let us further examine the following graffiti text collected from a girls' toilet wall in a secondary school.

MHG 27 Josephina, dorine hao wote ni manugu

It is grossly translated as Josephine and Dorine are all useless/fools. Manugu is an informal Kiswahili word for fools/useless people.

Whenever one is pissed off with another person, they refer to them as *nugu* singular for *manugu* as a sign of annoyance .so the graffiti writer seems to be so much annoyed with a group of girls including Josephine and Dorine and so she refers to all of them as *manugu.* There could be discrepancies among the students/ girls for reasons best known to them. Such misunderstanding is a common occurrence among adolescents who at this stage in life have swingy moods and emotions. Frequent guidance and counselling sessions could do the better. Another notable example of graffiti text in our data was:

HB35: farao ni real and **HB36 annan needed.**

The former graffiti text is talking about Pharaoh which is a title for an Egyptian king who was known for stubbornness against God in the bible history. The writer could in conflict with a fellow student whom he deems stubborn and so he is pissed off with them. In the latter text a HB36 the graffitist is raising an issue about need for a reconciliatory. Annan refers to Kofi Annan who was a diplomat of Ghanian origin. He is famously remembered for the reconciliation mission that he carried out in Kenya during post-election violence in the year 2007. The two graffiti text were written close together. So, the graffitist could be having conflicts with the one they are referring to *farao* hence a next graffiti writer *annan is needed* which could mean that a mediator is need to settle their conflicts. The word Annan and faraoh have been categorically extended to translate to stubborn students and reconciliatory respectively.

4.3.4 Neologism

Generally neologism is a procedure in which a new lexical item is introduced in a language or a new lexical item earns a new sense. According to Katie (2001) neologism means newly invented lexical items in a language. It is driven by the pragmatic urge in the language. This study, adopts this definition by Katie (2001) as its definition of operation, nonetheless it has small modifications. Therefore in the current study neologism is a procedure in which a new sense is brought to a word which already exists. The old sense is not necessarily dropped. The word could become polysemous. Busman (1996:324) asserts that neologism includes any

recreated lexical item in a language community (word or phrase) that is deciphered by a minimum loft if not the whole language community, as a means of donating new objects or state of affairs, which can be technology, industry, politics, culture or science. Sheng language is perceived to be the language with highest levels of neologism such that new worlds are added now and then to it through speakers' creativity.

The neologism of Sheng is realized in conventional procedures of forming words and also non conventional procedures Shitemi, (2002) Ngesa, (2003) and Warambo, (2011). Sheng has been compared to be synonymous with neologism before. The current study however, is of the view that Sheng has a high tendency towards neologism. The thesis of this study is that neologism is a narrowing process as proposed by Blutner (1998). In Sheng, a word like 'chuo' means a learning institution such as a primary school, a secondary school, a college or a university (Ogechi, 2003). For that reason, in a situation of use chuo becomes ambiguous and hence the context of usage is used to disambiguate it. It is important to note here that speakers of Sheng have invented new words as a strategy for disambiguation and hence narrow the remaining of an already existing polysemous words.

Neologism and word coinages provide further data for a theory of Lexical Pragmatics and shed some light on the nature of the mental mechanisms involved (Wilson2003:3). Graffiti on schools largely employs neologism that have an effect on communication and intentionality.

This is a flexible, context-dependent way of creating novel verb senses from existing nouns. The borderline between familiar and unfamiliar words is unlikely to be drawn in the same place for all speakers of a language or for the same speaker at different times: while some hearers may be able to retrieve a ready-made word sense, others may have to construct it on-line. In the current study we had a variety of data under this category. Let us look at this example:

HB5. Rules xinabore (rules are boring).

Xinabore is a coined word with both Kiswahili and English morphological composition i.e *xina* for *zina* which is a Kiswahili pluralization morpheme and also for continuous tense and *bore* which is English .This translates to are *boring* so the text meant that rules are boring. The graffiti text was picked from a boys' toilet wall and the author is expressing their annoyance over school rules that could be restraining them from doing some activities or from some behaviors deemed wrong by the school administration. The author seems much under pressure with the restrictions and therefore he resorts communicating the same message to fellow students so that he can get their opinion on the same. This could lead to incitements

among students against the school administration and if not solved early it may lead to boycott and finally strikes.

Under neologism, love and sex graffiti texts seemed to be dominant in secondary schools' toilets as compared to primary schools' toilets. Consider this other example of graffiti text in our data:

MHB29 i luv sex

It is grossly translated to I love sex. The word Love is spelled phonologically as the writer evaded the conventional orthographic spelling of the word. The writer emphatically expresses their love for sex. The topic of sexual activities is a common discussion among adolescents in schools. Being a mixed school (boys and girls) the activities are obviously indulged by the boys and girls. Another notable graffiti text on the same note was:

HB4. Fuck me!! Yaah

The graffitist is asking a fellow student to fuck him. Being a boys' school, there is likely to be homosexuality going on among the boys. The graffitist emphasizes by adding the word *yaah* for *yeah* which is an informal synonym for *yes* consider too **MHB37 depa laik jane** (Deputy likes Jane) which was collected from a boys' toilet wall. Depa is a sheng word for Deputy Principal /Headteacher .Jane was the school headgirl/president who could be applauded frequently during school assembly for her devoted work and honest by the deputy principal of the school. This could have prompted the graffiti writer to think beyond the applauses. he thus the linked the head girl and the school deputy principal with love affairs. Therefore, there could be discussions among students concerning teachers and school student government. The current education system in Kenya allows students to have a dispensation that is similar to that of the national government whereby the head girl/head boy is called the president

Pragmatic inference continually makes up for gaps in the vocabulary, and this should be taken into account in the theory of Lexical Pragmatics. From the exemplifications analyzed, Lexical Pragmatics process of narrowing, approximation, metaphorical extension and neologism fully apply spontaneously, unconsciously and automatically in fine-tuning the interpretation of virtually every word. Having said that then, had it been that there were no pragmatic processes, and words always communicated the concepts they encode, audience would have little difficulty understanding what the speaker is trying to convey. It is demonstrated that the more the communicated concept can depart from the encoded concept, the harder it should be for speakers and hearers to coordinate their understandings. Therefore, the pivotal role of Lexical Pragmatics is to explain how this coordination is realized by

showing what triggers Lexical Pragmatic processes, what direction they take, and when they stop.

4.4. Differences and Similarities between Public Primary and High Schools' Toilet Graffiti in Njoro Sub County.

The current study found out that there are differences between primary schools and secondary schools toilet graffiti in Njoro Sub County public schools. This was established in terms of the forms of toilet graffiti in both boys' and girls' toilets. In secondary schools' toilets there was little/small percentage of single word graffiti (20%) as compared to primary schools' toilets whose percentage was 80%. The latter was dominated by metaphorical expressions and toilet etiquette notifications. The former was dominated by music and movie celebrities. The study further established that the phrase graffiti there was more phrase graffiti in primary schools' toilets (62%) as compared to secondary schools' toilets (38%). The primary school's toilet graffiti was dominated by safety warnings on student's moral behavior by (60%), whereas the secondary school's toilet graffiti had phrases subjugated by love and sex matters and objection of school rules by 60% and 75% respectfully.

In primary school's toilet graffiti, there was 20% use of sentences as compared to secondary school's toilet graffiti whose sentences was 80%. The primary school toilet graffiti was dominated by love and sex feelings towards fellow students by 55%, whereas the secondary school's toilet graffiti was dominated by character criticism among students at 70% and also stern warnings on proper toilet use by 82%. Both primary and secondary school students used drawings to convey messages to the target audience. The drawings in primary schools were more than those used in secondary schools' toilets to convey messages by 70%. The study established that most drawings in secondary schools' toilets had no words accompanied whereas all drawings in primary schools' toilets graffiti had explanations accompanied by drawings. This is a clear notification of the progressive growth in artistic interpretation.

Growth in artistic interpretation of various drawings more so those bearing love and sex messages.

In public primary toilets graffiti, there was very minimal use of Sheng as compared to secondary school toilet graffiti. The primary schools' students mostly used Kiswahili in writing on toilet whereas secondary school graffitist used Sheng, English, Kiswahli, and mother tongue.

In primary schools' toilet graffiti, the discourse structure showed involvement of many people contributing to a single graffito whereas, in secondary school's toilet graffiti, groups of students were involved in different issues and topics. Not many students were involved in

single discourse topic. This marks advancement from public primary schools to high schools in graffiti writing.

4.5 Summary

This chapter aimed at presenting the data collected on Toilet Graffiti in primary and secondary schools in Njoro Sub County. This chapter was concerned with establishing whether the processes of Lexical Pragmatics theory can adequately analyze data for the study. These are narrowing and broadening, with broadening subdivided into sub-varieties of approximation, metaphorical extension, category extension and neologism. As discussed in previous chapters, it is evidently seen that words are strictly defined and loosely used, while others have broader, vaguer meanings, which are typically narrowed in use. In our view and from the results of the data analyses, it is arguably concluded that Lexical Pragmatics theory can adequately handle graffiti data on schools.

The next chapter presents summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMENDATIONS

5.1 Introduction

The present research had the following objectives:

i.   Classification of types of graffiti texts used in students' washrooms in both primary and secondary schools in Njoro Sub County.

ii.   Establishment of effectiveness of graffiti texts in public primary and high school washrooms.

iii. To compare and contrast the similarities and difference between graffiti texts used in high and primary school washrooms.

iv.   To assess the reaction of schools' administrators towards toilet graffiti writing.

This chapter presents a summary of results, draws conclusions according to the findings on each of the study objectives and gives recommendations for further research as per research topic.

5.2 Summary and Conclusions

The current study aimed at comparing the complex graffiti codes used in graffiti texts by students in primary and secondary school washrooms as a medium of communication to air their inner feelings about the administration and their fellow students in Njoro Sub-County. Usually, students view their parents, teachers, prefects and administrators as people who do not understand their opinions, anxiety, temperaments, wishes and needs. So, they find toilet graffiti as the only avenue or as the most appropriate way that can provide secrecy and obscurity needed to convey their feelings because they are afraid of the aftermath of being noted and so graffiti accord the graffitist a chance, security and independence to air their concerns.

Similar to other researches on graffiti, this research suffers from some methodological hitches (Green, 2003). First, the sample graffiti was collected from primary and secondary schools' toilets but the analyst or the researcher is not either a primary or a secondary school student. Therefore, the chances of misinterpreting some of the graffiti contents were likely to be experienced. Secondly, some of the selected primary and secondary schools host various social and public events including sports, elections events, and public rallies. Therefore, other

graffiti contents might have been written by outsiders or adults but not primary or secondary school students.

The research study will aid various school administration fraternities in offering favourable counseling services and best alternatives to their students and pupils in terms of expressing their views. These alternatives will raise the level of interaction and enhance better relationship between themselves (primary pupils and secondary school student). It can also improve their relationship and interactions with their parents, teachers, prefects and administrators and help change their attitudes towards the various social, political, and cultural issues affecting them. Although counselling might achieve the need for preventing graffiti in schools, further prevention measures can be achieved through extracurricular and/ or curricular activities that give the students/ pupils an opportunity to interact and communicate socially on various religious, social, and cultural matters concerning them. Discussion boards, open debates, internet forums, regular parties, and similar platforms for interactions and socialization are some of the activities that can be used to prevent this destructive practice.

The findings of this research study may not be generalized to all the primary and secondary school's toilet graffiti, but it can be used by various international and local scholars, on their future studies and comparison with other education centres and even the higher learning institutions. Education centres and higher learning institutions are diverse, they might be facing similar or different experiences and their graffiti perspectives might be different.

5.3 Recommendations of the Research Study

Due to complex nature of toilet graffiti practices, no single study can test it entirely. This study limits itself to the perspective of toilet graffiti by comparing between the selected primary and secondary schools in Njoro Sub-County, in Nakuru County. Therefore, future research should identify more variables associated with toilet graffiti practices like comparing and analyzing the various categories of graffiti found in other places within the schools such as, in the libraries, classrooms, entertainment and dining halls. Additionally, future studies should carry out their studies in colleges, universities, social halls, and public toilets. This study was only concentrating on the case study that included ten primary and secondary schools; the researcher recommends that this study be extended to other learning institutions, social places, public gatherings and service institutions, government parastatals, and other world institutions so as to have a worldwide view on graffiti images and writing practices.

Research studies on graffiti should continue to investigate for more unremarkable measure of expressively and emotionally charged notions or issues like sexual, ethnicity, and racism as interviewees are likely to be reluctant to disclose their real attitudes regarding their perception or position on such graffiti. Based on our study findings, researching and analyzing private restroom (toilet) graffiti has a significant opportunity in providing unremarkable and effective method for investigating and analyzing sensitive social issues. Moreover, toilet graffiti analysis reduces the concerns on respondents trying to avoid disclosing their attitudes through the fear of being noticed. To find out whether graffiti analysis is a valid and substantial measure of social attitudes and prejudice, researchers could do a comparison on representative sample findings on the content of physical observations measures of prejudice with the findings from the respondents' self-reports. Finally, future studies should focus on carrying out numerous analyses on thematic content of graffiti images and writings under changing and varying situational conditions such as racial charged graffiti, graffiti studying trends, and investigate the correlation between self-reported prejudice attitudes and graffiti.

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APPENDICES

APPENDIX I: INTRODUCTION LETTERS

THIS IS TO CERTIFY THAT:
MS. ISABELLA NYANSARORA NYABERE
of UNIVERSITY OF NAIROBI, 0-20100
NAKURU,has been permitted to conduct
research in *Nakuru County*

on the topic: *THE PERSPECTIVE OF
TOILET GRAFFITI A COMPARISON
BETWEEN SELECTED PRIMARY AND
SECONDARY SCHOOLS GRAFFITI IN
NJORO SUB COUNTY NAKURU COUNTY*

for the period ending:
30th October,2018
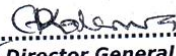
Permit No : NACOSTI/P/17/53155/19681
Date Of Issue : 31st October,2017
Fee Recieved :Ksh 1000

....
**Applicant's
Signature**

....
**Director General
National Commission for Science,
Technology & Innovation**

THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT

Telegrams:" DISTRICTER", Nakuru
Telephone: Nakuru 051-2212515
When replying please quote

COUNTY COMMISSIONER
NAKURU COUNTY
P.O. BOX 81
NAKURU

Ref. No. *CC.SR.EDU 12/1/2 VOL.III/(133)*   3rd August, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – ISABELLA NYANSARORA NYABERE

The above named student has been given permission to carry out research on "*The Perspective of toilet graffiti, a comparison between selected primary and secondary schools graffiti in Njoro Sub County*" in Nakuru County for the period ending 30th October, 2019.

Please accord her all the necessary support to facilitate the success of his research.

Patrick Omuse
For: COUNTY COMMISSIONER
NAKURU COUNTY

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND
BASIC EDUCATION

Telegrams: "EDUCATION",
Telephone: 051-2216917
 When replying please quote

Ref.CDE/NKU/GEN/4/21/VOL.VII/68

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY
P. O. BOX 259,
NAKURU.

2nd August, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION –ISABELLA NYANSARORA NYABERE
PERMIT NO. NACOSTI/P/17/53155/19681

Reference is made to letter NACOSTI/P/17/53155/19681dated
31st October, 2017.

Authority is hereby granted to the above named to carry out research on "*The perspective of toilet graffiti, a comparison between selected primary and secondary schools graffiti in Njoro Sub County in Nakuru County* ," for a period ending 30th October, 2018.

Kindly accord her the necessary assistance.

G. N. KIMANI
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU

For COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

Copy to:
University of Nairobi
P. O. Box 30197 - 00100
NAIROBI

THE UNIVERSTY OF NAIROBI

P.O BOX 30197-00100

NAIROBI, KENYA.

DATE……….…

TO THE PRINCIPAL

……………………PRIMARY/SECONDARY SCHOOL

Dear sir/madam,

RE: REQUEST TO CARRY OUT A RESEARCH IN YOUR SCHOOL

I am a post graduate student from The University of Nairobi pursuing a master's degree of Arts in Linguistic, department of Languages and Linguistic. I am carrying out a research on The Perspective of Toilet Graffiti: A Comparison Between Selected Primary and Secondary Schools Graffiti in Njoro Sub-County, Nakuru County. In this regard, I am kindly requesting for your support in terms of time, and by responding to the attached questionnaire. Your accuracy and candid response will be critical in ensuring that the objective of the research is achieved. All information received and the data collected will be used for purposes of this academic research only and will be treated with strict confidence. Thank you for your valuable time on this.

Kindly spare at least 10 minutes to complete four sections of the questionnaire attached.

Yours faithfully,

Nyabere Isabella

This questionnaire is designed to collect data on The Perspective of Toilet Graffiti: A Comparison Between Selected Primary and Secondary Schools Graffiti in Njoro Sub-County, Nakuru County. Kindly complete this questionnaire indicating your response by placing a tick ( ) against your option and fill in the blanks. Your response will only be used for this particular survey purposes. Do not write your name or the name of your school.

SECTION A: Demographic Data

1. Age_____

2. Gender_____

3. Which class are you in? (For primary school pupils)_____

4. Which form are you in? (For secondary school students)

<div align="center">

[1]

[2]

[3]

[4]

</div>

SECTION B: Information on The Perspective of Toilet Graffiti

a. Doyour school's toilets contain graffiti writings and images on their walls?Yes [ ]

No [ ]

b. Have you ever written any graffiti on the walls of your school's toilets? If yes, where, what, and why did you write it?

_____
_____
_____
_____
_____
_____

c. Do you advocate for the use of graffitiby pupils/students in your school as way of expressing their emotions, internal experience, and views?

Yes [ ]

No [ ]

d.　　Do you agree that the use of graffiti writings and images is the best way of communicating students' views and ideas in schools?

Strongly agree[ ]

Agree　　[ ]

Neutral　　　[ ]

Disagree　　[ ]

Strongly disagree　[ ]

e. To what extent do you agree or disagree that use of graffiti writings inthe school's toilets can influence the relationship between the school administration staff members and the affected students in Nakuru County.

Strongly agree[ ]

Agree　　　[ ]

Neutral　　[ ]

Disagree　　[ ]

Strongly disagree[ ]

f. Rate the effectiveness of the use of graffiti writings and imagesstudents on the school toilets as a way of improving the ways of views expression.

Very ineffective　　[ ]

Effective [ ]

Fairly effective　　[ ]

Ineffective　　　[ ]

Extremely ineffective　[ ]

g. By considering the following graffiti categories, in each category, which one is the most common in our toilet walls?

a) **Humor, based on:** Sexual humor [ ], or scatological (toilet talk) [ ].

b) **Sexual, based on:** homosexual [ ], odd sexual [ ], or heterosexual [ ].

c) **Insults, based on:** ethnicity[ ], sex [ ], or general insults [ ].

d) **Social Issues based on;** politics [ ], religion [ ], sports [ ], music [ ], or Drugs[].

THANK YOU FOR YOUR COOPERATION.

APPENDIX III: QUIESTIONNARE QUESTIONS FOR THE TEACHERS

This interview questions are designed to collect data on The Perspective of Toilet Graffiti: A Comparison Between Selected Primary and Secondary Schools Graffiti in Njoro Sub-County, Nakuru County. Your response will only be used for only this survey purposes and kept confidential.

SECTION A: Demographic Data

1. Age_____

2. Gender

   Male [ ]

   Female [ ]

3. What is your occupation?

   Teacher [ ]

   Ministry of Education official [ ]

SECTION B: Information on The Perspective of Toilet Graffiti

g. Do you believe that the use of graffiti by pupils/students in your school as way of expressing their emotions, internal experience, and views?

   _____

   _____

   _____

h. Do you think that corporal punishment should be used to punish those students or pupils found with toilet graffiti offenses?

   _____

   _____

   _____

i. Have students/pupils successfullybeen able to expressing their emotions, internal experience, and views through the use of graffiti images and writings?

_____

_____

_____

j. Give any two reasons why you might prefer, or NOT prefer for the use of toilet graffiti as there way off expressing their views

_____

_____

_____

_____

_____

_____

k. By considering the following graffiti categories, in each category, which one is the most common in our students'/pupils' toilet walls?

   a) **Humor, based on:** Sexual humor [ ], or scatological (toilet talk) [ ].
   b) **Sexual, based on:** homosexual [ ], odd sexual [ ], or heterosexual [ ].
   c) **Insults, based on:** ethnicity [ ], sex [ ], or general insults [ ].
   d) **Social Issues based on;** politics [ ], religion [ ], sports [ ], music [ ], or Drugs[].

l. Between the boy and girl child in your school, who is it more likely to use toilets graffiti images and writings as a way of expressing his/her views? And why?

_____

_____

_____

m. What suggestion would you give that you think will improve students', discipline, attitude, and their good relationship with their teachers other than the use of toilet graffiti

_____

_____

_____

THANK YOU FOR YOUR COOPERATION.

65

APPENDIX IV: DATA

This is a sample of the data collected in this study.

PRIMARY SCHOOLS DATA (PB /PG)

1. SIMBA
2. Be careful when depositing.
3. I sing praise to you Lord.
4. Choo inanuka ya class 7G.
5. Kula bite tatu za kisi dam.
6. Help me
7. RICKO 4
8. Assistance
9. BE SAFE
10. STOP HIV

    IS LEAL
11. PAPER
12. HAPA
13. Ni wewe
14. naskia vizuri sana fuk fuk
15. shawa iko fiti
16. wao its cool fuk fuk.
17. waren ni bwana ya mary.
18. cintia Njambi is

    my demand
19. KWANGARA KWANGARA
20. tausi
21. chuchu
22. nakupenda sana
23. fanya tabia pata mtoto
24. sheila loves morgan
25. kiss kiss
26. tabia mbaya jane
27. achieng alifanyia tabia
28. caleb nishike chuchu yangu

29. MATAKO

30. najua kusoma

31. pima choo

32.
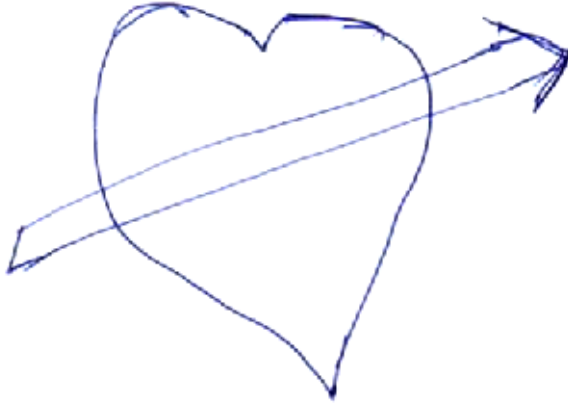
SECONDARY SCHOOLS DATA (HB/HG/MHB/MHG)

1. Every time is tea time.
2. Njoro day ti kwa Nyûkwa
3. I don't fuck with u,

    holy person
4. Fuck me!! yaah

    Why do it? Help me.
5. Rules xinabore.
6. I HATE GEE
7. UNAKOJOA
8. damu
9. JAMENSION
10. Bob marley
11. THITIMA
12. AM ABAUT 2
13. Greet u all in fuckers.
14. ZIENK open
15. NA
16. FRM si ya baba yako
17. LOL

18. Papa

    &

    mama

19. HERE

20. HEHEHE

21. Enjoy

           yourself

22. sxke leo

23. BANGI

24. Stand

    firm

25. Suck with paper

    ukeli ni real.

26. Oprah

27. 2 WEST Girls

    Josephine

    Cicilia

    Dorine

    Hao wote ni manugu.

28. Use YOR Brein

29. I luv sex

30. Orezo

31. moja plzzz

32. Ni semenya wao

33. Discipline & Diligence

34. maji ya uzima

35. Farao ni real

36. annan needed

37. Depa laik jane

38. Be careful

39. yu gonna do it.

APPENDIX V: WORK PLAN

ACTIVITIES	TIME						
	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOV
Proposal preparation and defense	■	■					
Collection of data		■	■				
Thesis writing, typing,printing,binding and submission/ defense				■	■	■	
Thesis submission of final hard copy							■

APPENDIX V: BUDGET

ITEM PARTICULARS	QUANTITY	UNIT COST (KSHS)	TOTAL COST (KSHS)
A) Equipment			
Laptop	1	65,000.00	65,000.00
Flash disc	2	2,300.00	4600.00
Sub-total			76,100.00
B) Stationery and Services			
Printing papers	14 reams	500.00	7,000.00
Computer programs	1	35,000.00	35,000.00
Printing ink	5 cartridges	1,950.00	9,750.00
Photocopying			12,000.00
Binding			9,000.00
Textbooks	6	8,000.00	48,000.00
Sub-total			**120,750.00**
c) personnel and local Travel			
Purchasing online journals	7	6,000.00	42,000.00
Conferences and seminar	7 days	5,000.00	35,000.00
Sub –total			
Sub-total (A+B+C)			
Contingency (10% of Sub-total (A+B+C)			**27,385.00**
GRAND TOTAL			**301,235.00**

FUNDING: SELF