

**THE USE OF PROPAGANDA IN UNIVERSITY POLITICS IN KENYA: THE  
CASE OF UNIVERSITY OF NAIROBI STUDENTS' ASSOCIATION  
ELECTIONS**

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**DECLARATION**

This research project is my original work and has not been presented for a degree in other University.


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**Declaration by the supervisor**

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

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## **DEDICATION**

This research project is committed to my wife; Emily Auma and children; Pauline Persila Osir and John Henry Ogila for their kindness, devotion, and unending help that will constantly be remembered.

## **ACKNOWLEDGEMENT**

I offer my gratitude to my supervisor for his direction during the process of carrying out this research project.

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## ABSTRACT

This study sought to investigate the use of propaganda in politics and how it is being applied at University of Nairobi students' Association. Research objectives were to find out the role of propaganda during students' elections in universities, to investigate the use of propaganda in decisions on students' elections in universities and to examine the use of propaganda in agenda setting in students' elections in universities. Research theory used was Propaganda model that was initialized by Edward Herman and Noam Chomsky that talks about how propaganda use requires filters so that its audiences cannot receive the demerits but use its merits in ruling and in this case the students' leaders are the filters that use propaganda in their politics to influence students in politics and when they are setting their agenda they are likely to use propaganda in their political campaigns. Research design and approach used were cross-sectional and quantitative respectively, research was done at a particular point in time, to mean that data was collected once from the students' leaders on the use of propaganda in university politics. Due to the fact that research was on a one-time basis, it was thoroughly and conveniently done so that data needed in support of the research topic could be realized. Population was from the students' leaders and sampling strategy that was used was simple random sampling as one of the type of probability sampling. Data collection, analysis and interpretations required questionnaires, a research instrument that is usually used to collect primary data. The primary data received was from the students' leaders, they use propaganda in their politics as a method of changing the students' attitude on decision-making in university politics and specifically, propaganda helps them to convince students when they are seeking for mandate from them to be elected in office in different academic years. Major findings are that propaganda allows students leaders to convince students to vote for them during elections, it is noted that students' leaders use propaganda in their political campaigns, in working with the students and university's administration. Major recommendations include, finding the best communication theory of propaganda of the 21st century. Majority of theories existing were introduced in the earlier century. Use of propaganda in politics and how it is applied in politics at the University of Nairobi by students' leaders in times of conflict during elections, influencing students' decisions and agenda setting of students' politics helps the institution's operations. The students' leaders include; the chairperson, vice-chairperson, secretary general, treasurer, governors, congressmen and women among others from the different schools of the University of Nairobi. This research is relevant in such way that the findings of these research can be applied in any university in Kenya. Propaganda's history has taught us something, that anyone who wants to change people's minds, whether for good or for ill, will always find a way to do so. Propaganda is used in students' politics at the university in decision-making and agenda setting during elections.

## **LIST OF ABBREVIATION**

**UNSA** - University of Nairobi Students' Association

**UoN** - University of Nairobi

**FoA** - Faculty of Agriculture

**SoBE** - School of the Built Environment

**SoE** - School of Medicine

**SoE** - School of Education

**SoPS** - School of Physical Sciences

**SoJM** - School of Journalism and Mass Communication

# CHAPTER ONE

## INTRODUCTION TO THE STUDY

### 1.1 Overview

This chapter provides the introduction to the study, background, statement of the objectives, study questions, scope and limitations and operational definitions.

### 1.2 Introduction

It examines how propaganda is used in university politics, and how UNSA leaders use it during elections at the institution. The students' leaders use banners, common points such as latrines and cafeteria to communicate with students during elections. Students who needs to be elected in different positions use propaganda to influence students' decision to vote for them, they also use it in agenda setting, students who want to be UNSA leaders use propaganda to elaborate what they will do for the students, they use it also to set agenda on propaganda, that is a tool they are using to convince students to vote for them. Students are the target audiences of propaganda at UNSA. They are persuaded, and their attitudes changed to take a specific action that will help students' leaders in university politics and the resolution of student issues during elections. A form of communication known as propaganda aims to elicit a response that advances the propagandists desired outcome. A propaganda model shows how propagandistic communication can use elements of informative and persuasive communication, a specific type of communication is propaganda. Previous theories of rhetoric are cited, indicating that propaganda had few systematic theoretical foundations prior to the 20th century. Propaganda can have an

impact on public behavior and opinion. According to (McLaughlin and Stephen,2010), for a time British news organizations decided to check all their reports by saying so called 'Islamic states' which is arguably bad journalism thus engaging in a form of counter propaganda.

Simultaneously, propaganda was utilized to reestablish peace in Northern Ireland. During seasons of emergency, struggle, or strike at the institution, the leaders of the UNSA can utilize propaganda to subdue picketing of students during their elections. Students might not anticipate that quick reaction should their issues aren't done, yet students' leaders can utilize propaganda to them or proposition arrangements. Propaganda is used by existing UNSA leaders and the ones who aspiring to replace them. It is also used in decision-making and agenda setting that helps the leaders to have easier work in their campaigns and predict the way they will rule if they win elections.

Understanding how news executives or twist shapes data to underline positive viewpoints and minimize negative ones, subsequently depicting foundations in a great light, is important to believe propaganda is valid in communication. According to Cunningham (2002), there is no unintentional propaganda in any way, one man's public diplomacy, public relations, or healthcare warning is another way of propaganda. In the goal, the audience chooses the label, not the messages themselves, and we can't hide the fact that propaganda is a value-neutral form of communication no matter how much we emphasize use of propaganda in university politics is relevant is such a way that it helps to control the students, change their attitudes in decision-making and agenda setting in the UNSA elections as representation of university politics which qualifies the research topic.

The discourse on crisis management has replaced ideological education with the geopolitical discourse of social science like communication and public relations, transforming the conventional discourse on propaganda into a technical discourse. The students' leaders at the university are always at the forefront of using propaganda to provide solutions during times of crisis during elections. There are four types of propaganda discourse from newly emerged intellectuals: professionalism, journalism, nationalism, and liberalism. Mass communication has provided propaganda with a ubiquitous channel and modern society shaped appropriate individuals for it, propaganda is the same as it would be in a traditional society. Public relations for the government, crisis management, and spokespersons are examples of public propaganda methods. As the association's spokesperson, the chairperson of UNSA must use propaganda to address students concerns in order to be re-elected in subsequent academic years.

Through the passing of messages and cultural practices, the ideal of propaganda is for recipients to voluntarily and actively follow the propagandist's design. The development of public defense can only result in scientific information that is primarily utilized to influence audiences and advance political agendas. According to Lieberman (2017), says: we recognize propaganda answered by terrorist's groups such as IS to normalize and justify extreme violence. With enticing depictions of the utopian society it aspires to create, we entice new recruits; democratic governments utilized propaganda in opposition to these false ideas. Because the university leaders must use propaganda during elections, students cannot be persuaded to accept false ideas.

Today, studies of public diplomacy and soft power dominate the influence literature. Soft power is a generic term that policymakers and academicians frequently use to describe



strategic management through attraction. Connelly et al. (2019), says: the response to dealing with circulation of fake news or indeed views that we do not support is to control the info-sphere further still. We can without much of a stretch track down harmony between the option to free discourse and the need to restrict our reactions to try not to be presented to destructive perspectives and bogus information. Although everybody at the university is allowed to voice their viewpoints, UNSA leaders, generally use propaganda to quiet students about issues that influence them to chaos during elections since certain issues can influence how the university runs especially during UNSA elections.

Mozorov (2018), says: some people have concluded that the term "soft power" does not encompass all the ways universities use their influence to their advantage. A more thoughtful examination of the internet and social media reveals that the democratic vision discussed earlier actually entails students' leaders communicating with the senate through the use of propaganda and also use social media platforms like WhatsApp, Twitter, and Facebook to reach students, the students' leaders use propaganda to stand out, which they then, at that point, get back with quantitative input.

Digital media not only acknowledge that we must ignore other, possibly more traditional media, but they also contribute to political disinformation and propaganda in the modern era. After all, the majority of what we call propaganda continues to be disseminated through print and broadcast media in many parts of the world. Banners keeps on being critical in certain social orders. The increased number of propaganda posters in students' affairs at UNSA demonstrates the administration's will during elections.

### **1.3 Background of the study**

The promotion of something that is hidden in some way is called propaganda. Its origins or sources, the interests that are involved, the methods used, the content that is spread, and the consequences that victims receive. Taylor (2003), says: propaganda is one instrument for advancing all shades of political interests and agendas. The methods of propaganda that characterized its use throughout history are still visible to us today. Every UNSA leader, from the chairperson to members of congress, use propaganda during elections.

Myths (defined in the social-anthropological sense as anything that is not true) continue to be the central component of political persuasion and propaganda. According to Taylor (2003), says: digital platforms are majorly the latest in a long line of communication innovations stretching far back before the 20th century. They have opened up new channels for propaganda. The university is well-versed in Wi-Fi, and students have laptops and smartphones. As a result, it's possible that they're surfing the internet to listen to propaganda from UNSA leaders.

Propaganda is used by lobbyists in political campaigns, liberal media outlets and Fox News commentators to change how we think and reason about public issues in our democracy today. If everything is equal, a lot of us agree that control and publicity aren't problems. Students' leaders are using propaganda to change students' perspectives on issues. According to Welch (2002), the university student's propaganda is to divest the world of its pejorative and derogatory associations. All UNSA leaders are students of propaganda, through practicing of this, it helps them towards preparation of being future

leaders and more so handling students who elected them for representation at the senate of the institution towards solving their problems.

Through propaganda, audiences have been misled, convinced, and distrusted for a long time. Broadcast properties with Facebook pages can use tailored messages that are targeting to push content to specific audiences they want to reach in this day and age of social media. In order to enhance their content in the future, they can also receive quantitative feedback in the form of impression and engagement data. Hobbs (2020), says: propaganda is used by political actors to seek to influence each other, as well as public opinion and behavior through strategic communication. In point of fact, our participation in the attention economy means that even the seemingly innocuous actions of liking or sharing content on social media reveal the widespread dissemination of propaganda. It is an active method of distributing information or propagating propaganda by leaders of the UNSA; it is a method of communication that they have chosen to convince students during elections.

The UNSA leaders Facebook page includes the following: The Comrade's Forum, they use this space to spread propaganda to advance their goals and influence students on a specific agenda. Students' leaders always use propaganda in every aspect of their writing, especially on WhatsApp and Facebook, according to automated text analysis and their close examination. Our comprehension of domestic and international political processes, institutions, and actors is challenged by shifts in the global media ecology. Discussions about fake news bots and trolling have arisen as a result of concerns regarding the capacity of social media to disrupt political cultures.

#### **1.4 Statement of the problem**

The investigation of the use of propaganda in university politics that is to say its use during elections needs to be researched on to know its use in students' leaders' elections, knowing its use in influencing decision during elections and its role in agenda setting for the UNSA leaders during elections. It is difficult to manage students without representation, so the institution's management must include the students who are elected through a rigorous and competitive process in their ruling. As a result, it is pertinent to the study of this topic; respondents are UNSA leaders, they demonstrate the use of propaganda in their quest for mandate and leadership in accordance with their manifestos.

In managing students, propaganda is very important during elections. Illustrations into how students use propaganda in Facebook and WhatsApp in their political campaigns, how they use it in leadership roles, how they handle student issues, and how they use it during UNSA elections is important. Propaganda is a communication tool that helps the students' leaders to convince students to vote for them when they are campaigning to be elected in different positions at UNSA. The students' leaders find propaganda useful in changing students attitude, influencing their decisions, and it also helps in agenda setting. They use it to lure students to vote for them against their opponents and therefore, the one with the best agenda will always win the elections.

## **1.5 Objectives of the study**

These were the main objectives of the study:

- i. To find out the role of propaganda during students' elections at the University of Nairobi;
- ii. To investigate the use of propaganda in decisions on students' elections at the University of Nairobi; and
- iii. To examine the use of propaganda in agenda setting in students' elections at the University of Nairobi.

## **1.6 Research questions**

The study had the following research questions;

- i. How is propaganda applied in students' politics?
- ii. What are the ways of using propaganda to influence decision in students' elections?
- iii. How is propaganda used in agenda setting in students' elections?

## **1.7 Significance of the research**

This research is of importance in such a way that propaganda is used in university politics to influence opinion and decisions and agenda setting during students' elections. Leadership is at the heart of politics. Recognizing this is important for the university because, when students' leaders take office following campaigns, they will be selling ideas that relate to the institution's operations and learning. In times of strike over welfare issues like room allocation or any other controversial or current issue, UNSA leaders are

frequently utilized by university staff to quell student rage. Propaganda is a strategic communication tool that they use during their elections, and they usually use social media to send students propaganda and even during their political campaigns before elections they use propaganda to change students' decisions to vote for them and more specifically they use it in selling their agenda to students.

This study is beneficial to all Kenyan students and students' leaders, specifically UNSA leaders and students as a whole. Students running for office will be familiar with the significance of propaganda in politics, campaigns, leadership, student welfare, and academic matters.

### **1.8 Scope and Limitations of the study**

This research is all about the use of propaganda in university politics and in the case of UNSA leaders and not all students' leaders in Kenyan universities.

Welch (2002), says: a series of misconceptions about propaganda works: that is about changing opinions, at the point when propaganda is all the more frequently about building up existing patterns and convictions; that propaganda deals only in deception.

In point of fact, according to Welch's writing, it works with various forms of truth, including the full truth, the half-truth, and the truth out of context. This research concentrates on the use of propaganda in university politics.

Welch also looks into the possibility that propaganda appeals to man's impulse. However, he also points out that propaganda should also appeal to the unreasonable.

## **1.9 Operational definitions**

**Propaganda** -is information that is biased and misleading and is used to advance a political agenda

**Component** -refers to a section in a table of research

**Operationalization** -refers to defining key terms in a study

**Quantitative** -is the use of quantities, amount, statistics and generalization in a research

**Conceptual framework** -refers to the basis of research problem

**Theory** -is a general statement that summarizes understanding of the world

**Research methodology** -is a strategy of collecting, analyzing and interpretation of data

**Research design** -refers to a plan used in research to obtain answers to research questions

**Literature review** -is the initial discussion and development of the points that are explained in greater detail and tend to focus on existing research

**Research gap** -refers to a matter which needs solution in a research

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

In this chapter, review of literature was done in line with the research objectives, the objectives were discussed, the research gap, conceptual framework, goals of propaganda history of propaganda and theoretical framework.

#### **2.2 Introduction**

The use of propaganda in university politics the case of UNSA leaders' objectives were discussed in this section; how propaganda is used by the students' leaders during elections in decision-making and how it is used in agenda setting in university politics. In reviewing the literature, you can return to this ongoing activity at any time during your research. The first thing you do, will help you learn more about your research topic, formulate hypotheses, and formulate questions; to begin identifying your research design, sampling strategies, and data collection methods, more in-depth research and review helps shed lighter on the research areas thereby narrowing the focus to the research questions.

Pole and Lampard (2002), says: research in social science is something very special; it is a method we use to comprehend our world that goes far beyond straightforward description.

Although research does not always produce the outcomes we desire, at its most fundamental level, research is the procedure we follow when; we need to learn something new or improve our comprehension of the social world, or when we need a question to



answer. There are three parts to research: the question, the method of research, and the response.

### **2.3 Research gap**

The research gap in this research was to identify if decision-making and agenda setting are functions of propaganda during UNSA elections; because propaganda has limitations, it is legitimate to solve conflicts, influence decisions and promote agenda setting in UNSA politics, these answers the research questions.

Majority of the research done has not been inclusive of students' leaders politics, UNSA leaders are future leaders who are training themselves to run for different political seats, they apply this by campaigning for different UNSA positions at the university.

Therefore, the use of propaganda in university politics is a relevant topic for a study and rich area to obtain findings that can be used as secondary data by fellow researchers, who will need to use these data in confirming that data collected by their fellow researcher is valid.

### **2.4 Conceptual framework**

Propaganda is a communication tool used by UNSA leaders to change students' attitudes, behavior, influencing their decisions, solving conflicts and in agenda setting in their political campaigns.

They were analyzed to find out how these objectives leads to passing out information that helps during elections, especially in the case of UNSA leaders who are bestowed the role of being leaders that is approved the University of Nairobi administration.

The main idea towards this research was to identify the use of propaganda towards UNSA politics in terms of influencing students' decisions during elections, changing their opinion during picketing, and supporting the newly introduced and existing agenda that helps the students' leaders during elections.

According to (Bob and Liz, 2010), advise that you should begin to think about the research topic after your first few readings about the research topic area. Analyze on how your current knowledge and experience relate to your readings about the topic. Your research is likely to trigger discussions on established theories. Theories are collections of concepts that make an effort to explain aspects of the social world, which are at the center of your research methodology and the kind of data you collect. One can use theory in a variety of ways, depending on the epistemological position. If you take a positivist or critical realist approach, you may set out to test the hypothesis; however, if you take an interpretive approach, you are more likely to begin with the research question, which may be derived from an existing theory, and you will gather data and tentative theories from the data themselves.

Theory is utilized both inductively and deductively in the majority of research. The research procedure can be summed up as follows, if we consider it to be both the generation of theory and the application of theory:

**Figure 2.1: Research process**

This figure illustrates the research process:

Data ~Inductive ~ Theory ~Deductive ~ Data

Literature review is divided into four stages: research on the topic; evaluating the sources you have found; gathering and structuring your completed review; looking for answers and evaluating what else has already been done. One can use this information to help him or her focus on research (Bob and Liz, 2010). The literature review was discussed in line with objectives of the research topic that is the use of propaganda in university politics.

To determine whether you want to use a source in your literature review, you must first determine whether you found it based on the question posed. The answer to this question will help you determine your sources' background, genre, and purpose, as well as whether you should continue on with your literature review. (Alcock et al.2008). The objectives of this research were constructed in a manner that they answered the research questions.

The more or less systematic attempt to influence the beliefs, attitudes, or actions of other people through the use of symbols like words, gestures, banners, monuments, music, clothing, insignia, hairstyles, designs on coins and postage stamps, and so on is known as propaganda.

In contrast to casual conversation or the free and easy exchange of ideas, deliberateness and a relatively heavy emphasis on manipulation are distinctive features. Propagandists deliberately select facts, arguments, and displays of symbols and present them in ways they believe will have the greatest impact in order to achieve specific goals or a set of goals. They may attempt to divert the reactors (those they are attempting to influence) attention by omitting or distorted relevant facts, lying, or both in order to maximize the effect. Propaganda and education are also distinguished by deliberate selection and changing behavior.

Leaders of UNSA use propaganda in their politics to advance their political goals, and it assists them in managing and ruling students during elections. Propaganda is used by UNSA leaders in their politics to achieve their political agenda and also in helping the University of Nairobi administration in their operations that is managing and ruling students. The students' leaders use propaganda during their political campaigns in banners, posters, social media like Facebook and WhatsApp, and writing on the walls of common points such as toilets; University's cafeteria, library, road shows during campaigns in different campuses of the University of Nairobi.

The concept of operationalization entails laying out of rules that specify when a sequence of events has occurred (Jupp et al. (2000). Propaganda and related ideas are implications of the term publicity. The word as utilized in ongoing hundreds of years, evidently infers the title and work of gathering. To educated students' leaders regarding the historical backdrop of socialism, the term propaganda had one more undertone, related with unsettling, they were first utilized by Russia scholar of communism, George Plekhanov and later expounded by Vladimir Ilich in which he characterized misleading propaganda as authentic and logical contentions to teach the informed and illuminated the mindful and informed public.

Propaganda is connected with publicizing which has essentially business undertones, however, it may not to be limited to this; political applicants, party programs and on policy centered issues might be stuffed and told by publicizing firms. The conflict of advancement and advertising have generally unclear and implications are in many cases set to keep away from and promote, frequently suggest only spreading the word about a subject for public. The contemporary dissemination can utilize elaborate social logical

exploration offices known in past ages, to lead assessment reviews and mental meetings and endeavors to get familiar with the representative implications for given reactors in ways on the grounds that to them these signs are without significance.

Media implies the channels used to pass signs and images on to the planned reactors. A far-reaching stock of media in 20th and 21st century propaganda could cover many pages. Electronic media incorporate email, web journals, web applications, interpersonal interaction stages gadget like Facebook, Twitter, and electronic variants like papers, magazines and books. Printed media incorporate, letters, banners, announcements and penmanship on the walls and roads. Among general media, the interest and TV might be the most remarkable for some reasons, both can convey a lot and sorts of sing at the same time; they can give weighty effect from commonly supporting motions, words, stances and sounds and a foundation of emblematically huge pioneers, superstars, notable setting, architecture, flags, music, placards, maps, uniforms, cheering or scoffing crowds, or crowds and arranged congregations of lofty or influential individuals, other general media incorporate speakers, films, dramatic creations walking groups, mass shows, picketing, up close and personal discussions between people or taking displays at fairs or craftsmanship shows.

#### **2.4.1 Goals of propaganda**

Goals simply characterized in occasions when proselytizers have anything to sell a protected matter, helpful and straightforward issue. At the point when disseminators plan to switch an extraordinary number of individuals completely to another social request or to incite very perilous aggregate activity like a conflict or revolution. However, the

meaning of objectives turns out to be exceptionally complicated, like in this case of UNSA politics. Propaganda helps in influencing decision and agenda setting in UNSA politics.

#### **2.4.2 The role of propaganda during students' elections**

This communication tool is used by UNSA leaders in politics as a form of communication. The students need filters of information. In the majority of the issues affecting the students at the university, the leaders are like a link between the administration of the institution and the students. Propaganda is used by UNSA leaders during elections to convince students to vote for them. It involves communication in which information is conveyed, concepts are discussed, or instructions are given. Although the propagandists are aware that the information they convey appears to be undisputed and entirely accurate, the goal is not to increase mutual understanding but rather to advance their own goals. As a result, propagandists will attempt to maintain the flow of information and control certain public opinion by influencing perceptions through strategies of informative communication.

The propagandists are likely to present themselves as persuaders whose goal seems to be to fulfill mutual needs and the stated goal. However, in reality, the propagandist wants to promote either their own or an organization's interests. The propagandist is able to minimize the listening capacity for the message being conveyed, because they usually aren't attached well to the crowd. Many propagandists don't care about the audience, so they don't care about the message that is being conveyed.

Identity concealment is frequently required by propagandists in order to achieve their goals and objectives. These propagandists aim to maintain the flow of information, control public opinion, and manipulate behavioral patterns. It's possible that these kinds of goals

won't be accomplished. If the real motive was discovered or the real source was made clear.

The propagandists attempt to counter information flow in major ways by withholding information, releasing information at predetermined times, juxtaposing it with other information that may influence public perception, manufacturing information, communicating with selected audiences, and distorted information. Controlling the media as a means of disseminating information and presenting distorted data from what appears to be reliable.

#### **2.4.3 The use of propaganda in decisions on students' elections**

In managing students during elections, it can be used. Propaganda can make students to change their decisions in an issue they had already opposed. This allows UNSA leaders to control them during elections.

The connection between propaganda management and public opinion management is an implicit verbal response to a specific stimulus situation in which a general question posed is public opinion.

#### **2.4.4 The use of propaganda in agenda setting in students' elections**

The UNSA leaders use propaganda in agenda setting of the students issues and during elections. It can be used during picketing when students are opposing an agenda introduced by the institution to change students' behavior so that they follow the newly introduced agenda or the existing one that they were opposing. The purpose of propaganda is to alter behavior and patterns of behavior.

The use of propaganda helps to regulate messages, influence public opinion, or behavior. There is evidence in numerous prehistoric and earliest civilization artifacts that attempts were made to change the ruler's alleged majesty and supernatural powers through modern propaganda methods. In a time that was largely devoid of written language, the early propagandists wanted to project a particular image of powerlessness and sexism to their audiences through elaborate costumes, insignia, and monuments.

#### **2.4.5 History of propaganda**

It was used by governments for a long time, the Latin name for the Roman Catholic Church's council of bishops, the congregation de propaganda fide, was created in 1622 by Pope Gregory XV to find ways to persuade people to convert. In order to maintain a neutral definition, the church saw propaganda as involving conversion without coercion. The church and communist strategies, in which propaganda is advocated for use with educated classes and agitation repeating slogans without reasoning for the masses, maintain this connotation for the term.

In the protocol, the names of Jewish leaders attending the first Zionist congress in Basel, Switzerland, were substituted for the original characters and bound in a manner that appeared to suggest notes of a secret meeting of Jews who were sent on the world economic dominance an infamous example of propaganda concerns created in the 1890s by the lead of Okhrana, the Czar's secret police. In the 1950s, it became increasingly apparent that propaganda was a useful idea; it was straightforward fiction that implied the existence of a collective mind. The shift from public opinion and propaganda to persuasion in scholarship was caused by a combination of three factors. The shift from public opinion



to persuading individuals, the shift from a two-step flow model to the hypodermic effect, and the government.

The modern era of academic persuasion research began with Wilbur Scram's appointment in the United States of America office of war during World War: the second, when advertising agencies spent freely on proprietary persuasive research.

Persuasive campaigns use messages designed to hide or subvert evidence, remove rationality, or substitute emotional responses for reasoned discourse to make the distinction between propaganda and persuasion. Persuasion tactics are common in propaganda. They frequently involve deflecting or diverting the attention of the audience from issues that are crucial to the opposition. Leonard Doob was one of the first to assert that propaganda works by affecting individual people in 1935.

#### **2.4.6 Theories of propaganda**

Theories of mass society and theories of propaganda from the earlier century were closely related. Harold Lasswell and other propaganda theorists pondered the factors that contributed to propaganda's success in mobilizing large armies during World War: the first, before coming up with a theory of propaganda that provided a more scientific foundation for all forms of promotional communication. These theorists were influenced by ideas that were common in everyday life. This theory explained how public opinion can be organized around a master symbol, foreshadowing the idea of using advertising campaigns to brand consumer brands.

Edward Herman and Noam Chomsky proposed a theory of propaganda that posited systematic propaganda directed at the mass media and attributed its existence to structural economic factors. They suggest that corporate propaganda is becoming more prevalent. The media create an audience through messages like news and television shows, according to their propaganda model.

## **2.5 Theoretical Framework**

The propaganda model theory; two American theorists first proposed it. In 1988, the authors Noam Chomsky and Edward Herman had a book known as *Manufacturing Consent*. It expresses that broad communications serve a framework for conveying messages to the overall people. It is their capability to entertain, engage, illuminate, and to compute people with the qualities, convictions and codes of conduct that will incorporate them into institutional designs of the bigger society. In a world concentrated with riches and significant contentions of class interest, to satisfy this job requires precise propaganda.

In nations where the switches of force are in the possession of state organization, the monopolistic control of the media frequently enhanced says that the media serves the finish of prevailing life. It is considerably more challenging to see propaganda framework at work when the media effectively contend, occasionally assault and uncover corporate, they depict themselves as representative of free discourse. Propaganda models spotlight on the imbalance of riches, its impact and staggered consequences for wider communications, interests and decisions. It takes the courses by which cash and power can channel news to fit print, magazines dispute to permit the government and

predominant confidential interests to make themselves clear open. The fundamental proprietorship, over riches and benefit direction of the prevailing broad communications firms, promoting as the essential wellspring of broad communications, dependence of broad communications on data given by the government, business, and specialists supported by the essential sources and specialists of influence, training the media and hostility to socialism as a public religion and control system. This component collaborates and supports each other.

The unrefined substance of information should go through progressive channels fit to print. They fix the premises of talk and understanding and the meaning of what is newsworthy in any case, and they make sense of the premise and tasks of what to add up to propaganda crusades. The world-class control of the media and minimization of nonconformists that outcomes from the activity of these channels happens so normally that the media news individuals, habitually working with complete trustworthiness and generosity can persuade themselves, that they can pick and decipher news objective. Disseminators themselves make the most of the amazing chance to practice and multiply, they go into the business where they are allowed in confidential undertaking, and they convolute political contrasts where that is conceivable. Image subject-matter experts are advertisers who rely upon finding the most recent reactions, consequently they are generators of activity, expected struggle, and this might adversely affect improvement of a reliable public request in a world whose undeniable element is absence of it. Publicity tasks are limited time exercises, a propaganda structure is interior choice cycle, and it tends to be inspected to show each capability it performs and make sense of the results that occur in it.

The fine channels limited the scope of information through gatekeepers and, surprisingly, more strongly in what can turn out to be huge news subject to supported news crusades. By characterizing news from essential foundation, source meet one significant channel necessities and the perusing obliges broad communications. This theory can be applied in this research topic; through the use of propaganda by UNSA leaders' students receive propaganda that has been filtered. So that they can avoid picketing that could have caused a lot of damages if it was not controlled during UNSA elections. UNSA leaders are in the same capacity as students, and they use propaganda with moderation. UNSA leaders use propaganda in their politics, that is during elections; leadership and helping UoN administration in managing the institution. The strength of this theory is that this communication tool can be filtered to avoid exaggeration and its weakness is that information passing from one person to another before it reaches its audience can be distorted, hence, cause chaos. When one is on the process of a research, he or she must consider the procedures of conducting it, theoretical framework is one of them, the most relevant theory that can be applied considering the content of the research topic.

In this case propaganda model theory was relevant in such a way that, propaganda needs filters, be it for communication, news writing so that it can be reduced before it reaches its audiences. When conducting research, you must inquire about these things; what brought you to writing it, who you are writing for, inquiries will you make, responses you had discovered, evidence you had and your verdict.

Propaganda is used in students' elections, and in this case the UNSA leaders are being elected in each academic year, they use propaganda to influence students to support them.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter discusses research design, research approach, research site, variables, location of the study, respondents of study, sample and sample procedures, sample size, research instrument, pilot study, reliability and validity of data, data collection methods, data sources, data analysis and presentation and ethical considerations.

#### **3.2 Introduction**

The entire approach is quantitative; it requires the use of statistics and numbers. It involves gathering structured data that can be presented numerically. Positivist epistemology was used, quantitative data was collected and statistically analyzed.

After collection of data, an analysis was done and data obtained was presented in tables and percentages of the frequencies were calculated. Questionnaires on UNSA leaders sex, age and their perception on propaganda and in conflict resolution during elections, influencing decision and agenda setting were constructed so that primary data could be obtained.

It is an approach to tackle the research problem logically. It might be perceived as a study of concentrating on how research is done deductively. In it, we concentrate on the different advances that are used by a scientist in concentrating on a research topic.

Specialists not just have to know how to foster specific records or tests, how to compute the mean, mode, the median or the standard deviation, how to apply a specific examination strategy, yet they likewise need to be aware of these strategies and procedures which are significant and which are not and what they might mean.

Specialists likewise need to comprehend the suspicions supporting different strategies, and they need to know the standards by which they conclude their methods and techniques that will be materialistic to specific issues. This implies that a specialist should plan his procedure of his concern as it contrasts from one issue to another.

When we discuss the research procedures that we used in our research study, we discuss the reasoning behind the procedures we use, so that we can know exactly what we're investigating. This enables us to assess whether our exploration results will be meaningful, irrespective of whether it's evaluated in a professional or not. We discuss in what ways and why the hypotheses have been figured out, what data have been collected and what specific research method was employed as a sample of similar different questions, especially when questions regarding a research topic are answered.

### **3.3 Research design**

Cross-sectional design was used, regardless of whether you make usage or no usage of quantitative or qualitative research approach, choosing on research design it is up to your research questions and whatever type of data you need to collect and analyze to answer the questions. As this decides whether you'd like to use a qualitative or quantitative technique, selected research tools will depend upon your questions (Bob and Liz, 2010).

Cross-sectional research design is the most commonly used in social sciences. This design is especially useful for investigating whether the level of a problem, factor, attitude, or issue is higher in some given respondents across specific variables at a given point in time. With a cross-section of the respondents, the subjects are examined at any particular time. This research was done at a particular point in time, the questionnaires were sent to UNSA leaders once. Every cross-sectional study has a design for finding out who the members in the target group are, how you are going to get the sample, and how your respondents will answer the survey questions. Within the context of a respondents' study, these studies only involve one contact, making them relatively inexpensive and simple to analyze.

This research utilized cross-sectional design. In point of fact, the majority of social research is carried out after the event in question or at a specific point in time. When probably you compare the various characteristics of people's experiences with the outcome of the current state by looking at their expressed history or reporting on their experience and opinions, to try to find possible cause-effect associations, we can work with past and current data experiences. Large-scale questionnaire-based surveys are always associated with cross-sectional studies. A cross-sectional research design can be implemented in many different ways. Kothari (2009), says: research in common parlance simply means research of knowledge. Research can also be defined as a search for relevant information on a particular topic. In point of fact, scientific investigation is an art form. A design for cross-sectional research; includes more than one case, collects data at a single time, and includes a group of people or cases, such as men and women, people of different ages. The data that was analyzed from the findings were collected once. These data were received from one hundred respondents that are UNSA leaders.

Bob et al. (2010), says: looking at the social research and the development of social research methods would suggest that there is quantitative divide in research. Furthermore, there has been a warmed discussion concerning the worth of quantitative way to deal with gathering and analyzing data. Quantitative techniques in a research have been created along those in sciences. These are unsurprising on the idea that the world has an actual reality, it is feasible to quantify all the peculiarity that happens and the consequences of such exploratory estimation will be the equivalent at whatever point.

The gathered quantitative information was measurably dissected. Structure inquiries for a quantitative exploration strategy. An inquiry might be dismissed in the event that you can't associate its pertinence and defense to your objectives. Interactive statements about appropriate locations must be included in questionnaires. In creating the first draft of the research tool, questions posed are answered by the person conducting the research by completing questionnaires. If they find are difficult to answer, re-evaluation is done. The questionnaires had simple language so that the respondents, that is the UNSA leaders, could easily answer them without finding any difficulty. Few respondents from main respondents that are similar to the one that was studied were tested once. The purpose of the pre-test is to determine whether they comprehend the questions and to determine why the same issue is mentioned by multiple respondents in order to modify it. If the instrument is focused on a questionnaire, ask respondents who took the pre-test to go over questions to understand the areas that were troublesome.

Research method, discussion of research strategy, and consideration of the rationale for our techniques are all necessary to understand why we use a certain strategy or procedure in our exploration study to understand why we don't use others. How has research been



developed, how the research issue has been defined, in what ways and why do we imagine the answer has been discovered, what information has been collected, and what particular investigation procedure has been employed as a large group of comparable diverse questions are typically answered when we discuss research method for a research topic or study.

In preparation for coding the data, preparation of the final draft of the research instrument was done. This exercise was designed to assist in the development of skills in the construction of instruments. One way to formulate questions that are going to reconstitute your research instrument is to examine each sub-objective research questions or hypothesis you have developed in your study, specifying each information you require, identifying the variables that are needed, and then by formulating questions to be asked by your respondents. The quantitative approach was used because it involved the use of numbers and statistics. Data was presented in tables and different sections in terms of component, input, frequency and percentages of data in them were calculated to show how propaganda is used in university politics when students are campaigning during elections.

### **3.4 Research approach**

The research approach that was used was quantitative, it deals with quantities, numbers and generalization. In a research setting, you can choose to send questionnaires to respondents, these questionnaires contain numbers and statistics. For this case, the age of the respondents that is the UNSA leaders, their gender among others are collected, analyzed, presented and interpreted in percentages that met the research objectives and support the research topic.

Questionnaires is a research tool that was used to collect data quantitatively, data was sent to students' leaders who were the respondents of this research, after that data was obtained, they were presented in tables that contained different sections like title, component, age, school, input, frequency and percentages. The findings were analyzed and interpreted in this format.

Probability sampling techniques in quantitative research was used, the simple random sampling as one of the type of probability sampling techniques was chosen and the respondents of the research were randomly chosen from a whole study population and each had independent and equal chance of participating in the research, this was a randomly done activity that produced respondents that totaled to one hundred that is fifty males and fifty females.

In sources of data, the main source of data was the UNSA leaders, primary data was obtained from them using questionnaires, they voluntarily answered them, the questionnaires were simple and did not use complex vocabulary and therefore, they were easily understood.

In data analysis, every aspect was analyzed, presented and interpreted, it involved the use of numbers and statistics, tables had title, and they were numbered, they had footnotes that contained the analysis of data to meet the research objectives of the use of propaganda in university politics.

### **3.4.1 Research site**

This study was conducted at the institution's schools. The students' leaders were readily available, they are students finding them to fill the questionnaires was easier, the institution is accessible at any time and therefore, research was done without any problem.

The UNSA leaders filled in the questionnaires voluntarily, they had availed themselves and eventually, primary data that was needed was obtained.

### **3.4.2 Variables**

In this study of the use of propaganda in UNSA politics, both the independent and dependent variables were taken into consideration and utilized. Both age of the students and sex were considered to know the age bracket of the students' leaders. UNSA are using this opportunity of being chosen by their fellow students to practice on how to campaign during elections using propaganda.

In construction of questionnaires, the independent and dependent variables were considered. The UNSA leaders are youths who need to be in power to help their fellow students in their academics and accommodation issues, without representation the university's administration cannot handle students, all students cannot be leaders and hence, the relevance of UNSA leaders and use of propaganda in their quest for leadership during elections.

### **3.4.3 Location of the study**

This study took place at the University of Nairobi. The UNSA leaders from different schools of the University of Nairobi were involved in the research.

Schools of the institution were the location of the study. The schools are located a few kilometers apart and therefore; it was easier to reach the students' leaders.

The students' leaders accepted to participate in the research and therefore, accessibility of their place of accommodation was easier and hence, primary data was received for analysis.

#### **3.4.4 Respondents of the study**

An evaluation of the process of providing interventions is known as an analysis of the participation. It is advisable to perform an examination of appropriateness of the respondents to ensure the people who use the service meet the requirements.

The UNSA leaders from different schools of the institution were the target respondents. The research topic was about UNSA leaders use of propaganda, and respondents that were used were UNSA leaders.

One hundred UNSA leaders were used to represent the whole UNSA respondents at the university. They were chosen at random and both male and female leaders were involved in this research. They participated in this research and their inputs produced data that showed how the propaganda is used in students' elections at the University of Nairobi.

#### **3.4.5 Sample and sample procedures**

In coming out with a sample, all the students' leaders from the University of Nairobi were chosen at random using simple random sampling, which is one of the probability sampling.

Due to errors in sampling procedures, increasing the sample size cannot reduce or eliminate systematic bias. The representation basis and the element selection technique are the two different types of sample designs. On the representation basis, the sample is based on the context of random selection.

Ranjit (2011), emphasized that these cost factors must be taken into account to maximize the accuracy of a sample, i.e., the cost of erroneous inference, systematic bias, and sampling error, and the cost of data collection. Under the sample design of probability sampling, also known as one-shot sampling or status sampling, every object in the universe has a chance of being in the sample.

The method of selecting a sample that gives each possible sample combination, a chance of selection and an item in the entire respondents, a chance of being included in the sample is referred to as random sampling. UNSA leaders were picked randomly from different schools of the University of Nairobi. The 100 respondents had opportunity of participation in the research.

#### **3.4.6 Sample size**

The sample size was of 100 respondents, that is they were all from different schools of the University of Nairobi, these respondents were obtained using simple random sampling.

The method you use to select your sample has a significant impact on how accurate your findings are. Any sampling design's fundamental goal is to minimize the sample's values and the study values, while keeping costs in check. The basic idea is that, if a few units

are chosen to accurately represent the study respondents, a fairly accurate representation of the sample can be obtained with a sufficient degree of certainty.

Independence implies that one by itself doesn't have to restrict or preclude an alternative. Probability sampling is the probability of selecting each element in the respondents in the same way.

Since the sample contains no other elements besides those of interest, it is a purely descriptive document and does not rely on other factors like personal preferences. The simple random sampling was applied in the probability sampling design, and each respondents' member had an equal and independent chance of selection.

**Table 3.1: Sample size of UNSA leaders**

<b>Gender</b>	<b>Frequency</b>	<b>Total(n=100)</b>
<b>Male</b>	50	
<b>Female</b>	50	100

UNSA body has more than two hundred students' leaders from different units of the University of Nairobi, the 100 respondents were chosen at random and each had independent and equal chance of participating in the research, the sampling technique led to finding one hundred respondents which had fifty males and fifty females.

All these students' leaders participated in the research. They produced the primary data that was to meet the objectives of the research and answered the research questions.

### **3.4.7 Research instrument**

Research requires creating a research instrument. To begin research, you must first be able to acquire data.

A questionnaire is a research tool or instrument used to collect data on a specific research topic. The students' leaders email addresses were sent questionnaires for them to fill out and produce data that was analyzed.

Questionnaires were constructed in line with the research topic so that the objectives and research questions could be answered, eventually, the questionnaires met the goal of the study.

### **3.4.8 Pilot study**

A study feasibility analysis is one whose main objective is to devise a plan to investigate the possibility of carrying out a larger-scale study and further streamlining its methods and procedures.

A pilot study was conducted with UNSA leaders from the main campus of the institution. The UNSA leaders participated in the research as representation of the main research.

The students' leaders participated fully, and this was an indication that they were able to produce data for the main research by filling the questionnaires for primary data collection.

### **3.4.9 Reliability and validity of data**

The basis of reliability when it comes to research tools has much in common with the concept used. Research tools are reliable if it is consistently accurate, stable, and dependable.

We must determine whether the data accurately represents the social reality it represents because data is the material we can use to demonstrate our comprehension of social reality. The data itself must meet certain standards and criteria for social researchers; how it is gathered, examined, and presented. This means that another researcher should get the same results if they also carried out their research simultaneously or if they conduct their research in the same manner. The best research methods were used to collect the data, it was made reliable and suitable for use as secondary data by other researchers.

Validity, measures the quality of research. It means that the data we intend to collect and use to answer our research questions closely match other division of the reality we are studying. To make it possible to analyze data that accurately reflects the records and the collected data were made valid.

A more sophisticated method for determining an instrument's validity is constructing validity. It is derived from statistical methods.

Data itself was built by a single person or group. An account of activities or experience is written by the person giving the account. All the data and information to be included and presented is decided upon by the person giving the account. Although secondary data does



not originate from primary sources, a researcher must take into account how the data were gathered and analyzed.

Others collect secondary data for research for other purposes. Secondary data was used of similar research topic.

If data is relevant, all the findings from the research will be valid. The research on propaganda must be inclusive of the ethics of data collection so that it can be reliable for accurate data collection and analysis in tables.

Relevant data will give a true picture of what is being researched on and answers research objectives and questions. Data collected were relevant, and they were from primary sources, that is; data were got from the questionnaires sent to UNSA leaders. UNSA leaders participated in the research and filled the questionnaires and gave true records; that is data that was collected and analyzed.

### **3.5.0 Data collection methods**

If this method of questionnaires is used, both the researcher and the respondents will come into contact with each other. Respondents receive questionnaires via mail with a request to return them after completing them. Cross-sectional design is the most frequently used method. In this study, questionnaires were sent to UNSA leaders WhatsApp groups and mailed to them, so they could fill them out for data reflection.

### **3.5.1 Data sources**

Data assembled was worked with, that is essential information and optional information that had been previously delivered by others, essential information is accumulated

utilizing information assortment strategy suitable to the sort of information being gathered. Individuals or a group of people can create data.

A person can describe an experience or event. Influence from the people, and the context of data generated, influence a researcher's account of social reality.

In this research both primary data and secondary data were used, primary data were collected through use of the constructed questionnaires that were filled by UNSA leaders.

### **3.5.1.1 Primary data collection methods**

The research questions are addressed in accordance to the primary data collected. This was fulfilled by sending questionnaires to UNSA leaders. UNSA leaders filled them and data reflected for analysis, primary data helps the researcher to prove the hypothesis. Primary data is useful because it gives the researcher raw data for discussing, analyzing in bar graphs or tables depending on the taste of the researcher. Primary data is the center of research; without primary data, a researcher will not accomplish the relevance of research topic or answer the research questions.

### **3.5.1.2 Secondary data**

Data that has been assembled by another social scientist involving research strategy for information assortment is known as secondary data. Information is then made accessible for additional investigation.

McAuley (2002), says: when we talk of social research, ethics deals with creating a mutually respectful, win-win relationship, in which members are satisfied to answer to substantial outcomes which are acquired, and the local area considers the end valuable

information that is created during a hierarchical action. After gathering essential information from UNSA leaders, this information was utilized for research.

### **3.5.1.3 Data analysis and presentation**

Data was analyzed in tables, after analyzing the data you've gathered, the next stage is to present your results to other researchers to post their comments on them. Your familiarity with your topic, how well you know your readers, your overall knowledge and skills of the subject, and your previous experience using various research techniques will all factor into selecting the right method of using data displaying procedures for the results that are easy to comprehend. If your readers are familiar with reading data, you can display the data using complicated methods; if not, it is best to use straightforward methods. The primary data was obtained from UNSA leaders due to the fact they were the respondents of the research.

Ranjit (2011), points out that if you state the strategy you will utilize for the days' analysis, make sure to indicate that you plan to make manual or computerized analyzes. For quantitative, identify the main variables and cross tabulation. Data can be displayed and communicated in four ways: text, graphs, tables, and statistical metrics. Quantitative studies often involve showing different kinds of data alongside one another. In determining the number of types of data to render, the intent of the study, and your assumptions about what might prove more interesting to your audience. Therefore, as a researcher, you are always entirely responsible for selecting the most effective means of conveying your findings to your readers. Structure of tables: Tables are the most common

way to present analyzed data after text, tables are a good way to get in-depth information in a small space.

Tables can help readers, accord, they can enhance text legibility, offer visual relief, and serve as a reference point. As a result, one must be familiar with their types and structure. The UNSA leader's data were analyzed and interpreted using tables. The table number, type of data it contains are shown in the title of this normalization. It is essential to assign each table a unique number because the tables must be interpreted and discussed in the order in which they appear in the text.

The method of numbering is a personal choice; the table's sequential number is followed by the chapter number. The merit of this method is that if a table needs to be added or removed during project revision, only the chapter number will need to be changed, not the entire project. The table's contents must be clearly described in the description that goes along with the table number. The table provides information about two variables; the dependent variable should be identified first in the title, for example, attitudes toward propaganda (dependent variable) and gender (independent variable). In the description, identify the variables about which the information is contained, such as respondents' age or attitudes toward propaganda. Stub, the subcategory of a variable, recorded along the y-axis in the left-hand of the segment of the table, typically contains a list of the items about which information is provided. The groups of people about whom the information in the table's column is provided are listed in the horizontal rows.

The column headings, and the subcategory of the variable that is listed along the x-axis (the number of respondents is typically invariant at the top of the table). The body, or the

cells that contain the analyzed data. Under each table, additional notes or footnotes provide an interpretation of the analyzed data. The researcher moves on to the task of analyzing the data after collecting the data. Establishing categories, applying these categories to raw data through coding, tabulation, and then drawing a conclusion are all essential components of data analysis. The technical procedure in which the data are presented in the form of tables includes tabulation. Most analysis work done after tabulation is based on figuring out different percentages. In this study, the data were tallied in the form of tables and percentages of the findings were calculated.

#### **3.5.1.4 Ethical considerations**

Lobby scholarly establishments are specific about the moral issues, the research might need to manage, and all foundations have some type of strategy or morals on gathering data, looking for assent, giving impetuses, looking for delicate data, staying away from predisposition and wrong reporting. The Research Council (2009), says: research ethics refers to the moral principle guiding research, from the time it was started until the work was finished, and the results were published. For instance, after the research has been published, physical and date samples must be curated. The respondent's consent was required before the research data could be shared with anyone. No one was informed of their private information. The data given by the UNSA fraternity were kept private. Ethical issues need to be considered in a research, data protection, avoidance of revealing the opinion of the respondents in the research are some of the topical issues that must be considered, this was enhanced by even sending the questionnaires to the UNSA leaders in their e-mail addresses, WhatsApp groups so that could they fill them at their opportune time while maintaining their privacy. There are laws that regulate the ethics of research,

there are some that allow publishing a researcher's work without considering the negativity, impacts it will have on the audiences and the ones which contradict are also in existence.

UNSA leaders did not reveal to one another that they were involved in this research, this prevented them from influencing one another to answer the questionnaires with the same answer that might have eventually produced the same data. As a researcher you need to protect your data, you cannot allow data collected to be known in public before analyzing and interpretation. The respondents that had given all these data can prosecute one over that if you reveal the respondents' views on a certain topic, that will make to feel their rights have been violated. And hence, they will not allow the results of the findings to be published.

Ethics in research helps to control misbehavior during and after research, when collecting data, analyzing it, presenting it and lastly, interpretation of the data collected. One must consider the maintenance of the privacy of the respondents to that avoid them protesting if the issues they commented on are being revealed.

The UNSA leaders were met before the questionnaires were sent to them, to avoid the question of sending questionnaires to someone you have not talked to, means you are violating their rights.

All the UNSA leaders agreed to participate in this research of the use of propaganda in university students' politics, and they produced primary data for analysis.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Overview**

In this chapter, data presentation, analysis and interpretation are discussed. How data is presented, analyzed and presented in this section was elaborated, data was analyzed in tables, it contained different sections; title, component, input, frequency and percentage.

#### **4.2 Introduction**

The primary data was obtained from the UNSA leaders, if the data are organized, it will be much easier to analyze this information. Researchers can use these statistical techniques to sort random data into different categories.

Measurements or observations of individuals or items in a sample are typically collected during a research study. This information has minimal significance until they are shown or summed up utilizing one of the strategies of expressive measurements. To make their data easier to manage, researchers in the media employ two primary strategies.

According to Roger et al. (2011), says: statistics are mathematical methods to collect, organize, summarize and analyze data. Statistics won't do anything miraculous. A study that employs sloppy measurement and design and contains numerous errors will not be corrected by statistics on their own, nor will it correct hypotheses or research questions that are ill-directed, poorly formulated, or ambiguous.

Statistics provide valid and dependable results when data collection and research methods adhere to established scientific procedures. Since computers were invented, a lot has changed in data analysis. The subject of your research probably lends itself to numerous levels of investigation.

Blaikie (1993) says: social research is involving investigating, portraying, understanding, foreseeing, evolving, assessing, a few parts of the social world and answering, why and how questions.

The subject of your research probably lends itself to numerous levels of investigation. A unit of analysis is a study that takes place at both the micro and macro levels, focusing on the individual as a social actor and the organization, social entity, system, or structure. An analysis unit at the macro level was used. This study included UNSA leaders from all the schools of the University of Nairobi.

It is frequently impossible to adequately answer research questions without gathering information about the organization or setting in which they are posed. Propaganda is used by the UNSA leaders and the aspiring candidates during elections to convince students and even the University of Nairobi administration to support their favorable candidate or the one who has fully convinced them that he or she has the capacity of being a student leader, which will not encourage picketing at the institution.



### 4.3 Data presentation, analysis and interpretation

A data distribution is nothing more than a group of numbers. The data can be arranged in a frequency distribution as a first step toward making the numbers easier to manage. This was achieved through analysis and interpretation in tables.

**Table 4.1: Age of the respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
<b>0-16</b>	0	0%
<b>17-20</b>	47	47%
<b>20-30</b>	44	44%
<b>30-45</b>	7	7%
<b>45-50</b>	0	0%
<b>Over 50</b>	2	2%

From table 4.1, zero to sixteen years had no responses, this represented zero percent of the total respondents, this means that majority of the students' leaders joined the university at the age of seventeen years and above, thirty to forty-five years had seven responses with a percentage of seven percent. This means that majority of the UNSA leaders are not in

the age bracket of zero to sixteen years of age, but their age starts from seventeen to forty-five years of age. The majority of UNSA leaders were of ages of seventeen to twenty and twenty to thirty years. These students were from all the schools of the University of Nairobi, because they are interested in politics, majorities are participating in UNSA politics. Their respective frequencies were of forty-seven and forty-four, representing forty-seven percent and forty percent of the total respondents.

Respondents that had ages of between forty-five to years of age had no responses, this shows that the students who are always being elected by the UNSA leaders are youths who are training themselves to be future leaders and the university is appreciating youth's leadership due to the fact that the leaders cannot be elected without their approval because the UNSA leaders help them in running and ruling the university.

The youth students' leaders use propaganda in UNSA elections and this can be accommodated by the students because they are their peers, the UNSA leaders are also students and therefore, the students know they cannot appreciate a rule that is not favorable to all of them.

**Table 4.2: Gender of the respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	50	50%
<b>Female</b>	50	50%

Table 4.2 in terms of gender that is sex, both male and female UNSA leaders participated in the research. The hundred leaders represented their sexes, and they were equally

represented, of the fifty males and fifty females UNSA leaders that were used as respondents, they represented fifty percent each of the total respondents. This was decided on due to the fact the research required equal participation so that the research topic could be realized, research objectives and research questions answered and to provide relevant data that can be discussed, analyzed and interpreted in tables for people to peruse.

The students' leaders who were both male and female were from the executive; the chairperson, secretary, treasurer, others like governors' congressmen and women among others. The secretariat was also involved in this research, this was a full representation of all the UNSA body so that the research topic could be relevant and the use of propaganda in university politics could be discussed, analyzed and interpreted. Both male and female UNSA leaders use propaganda in their elections to convince students to vote for them, as they promise to work with administration towards solving their issues.

**Table 4.3: School of the respondents**

<b>School</b>	<b>Frequency</b>	<b>Percentage</b>
<b>FoA</b>	3	3%
<b>SoBE</b>	12	12%
<b>SoM</b>	9	9%
<b>SoE</b>	31	31%
<b>SoPS</b>	21	21%
<b>SoJM</b>	24	24%

Table 4.3 shows that UNSA leaders were from different schools of the in institution FoA had three students' leaders that represented three percent of the total respondents, SoBE

had twelve responses that is twelve percent of the respondents, SoM had a frequency of nine UNSA students' leaders that represented nine percent of the sample, SoPS had twenty-one respondents that reflected twenty-one percent, SoJM had twenty-four UNSA leaders which equated to twenty-four percent.

The students' leaders were sampled from all the schools of the institution to represent the whole UNSA respondents of the institution. All the students' leaders from the different schools had equal chances of participating in the research as representation of the all the UNSA leaders of the university as a whole. All these students' leaders use propaganda in politics and that is why they had the opportunity in participating in this research which was to know use of propaganda in university politics and specifically the case of UNSA leaders who have been bestowed the role of leading by their fellow students to help them in solving their issues like of academics and accommodation, the leaders usually promise them what they will be doing for them after the university elections.

The UNSA leaders were at ease in interpreting the questionnaires that they were supposed to answer to provide primary data for the research, they participated without hesitation.

In order to provide a true representation of the respondents for this study, the UNSA leaders were selected at random from different schools of the University of Nairobi. They answered the questionnaires of the use of propaganda in university politics, and they supported the hypothesis.

**Table 4.4: Students leaders Position at UNSA**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Executive (chairperson, vice- chairperson, secretary general, treasurer,)</b>	8	8%
<b>Secretariat (speaker, sergeant- at-arms)</b>	12	12%
<b>Others</b>	80	80%

Table 4.4 shows how UNSA leaders have different positions, that is the executive that contains the chairperson, secretary general and the treasurer, the secretariat; the speaker, sergeant-at-arms among others. Others had a higher proportion of eighty UNSA leaders who represented governors and members of Congress. This represented eighty percent of the respondents, with eight from executive and twelve from the secretariat representing eight and twelve percent respectively. All these students' leaders are using propaganda in university politics in decision-making during elections and agenda setting, they tell students the different agenda they have for them or what they will do after winning elections in issues pertaining to academics and accommodation.

The students' leaders participated in this research, they were sampled to represent the whole respondents of the UNSA leaders of the University of Nairobi, this was achieved

through simple random probability sampling and use of the cross-sectional research design.

Others represented the students' leaders that were not from the executive and the secretariat had it had many leaders compared to other UNSA leaders. All these students' leaders use propaganda in their politics in achieving their objectives, like use propaganda during conflict; in influencing decisions and agenda setting.

**Table 4.5: Use of propaganda in politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Decision making</b>	15	15%
<b>Promoting selected agenda</b>	38	38%
<b>It helps in ruling</b>	23	23%
<b>It is a solution of solving conflicts</b>	24	24%

Table 4.5 shows that propaganda is used by UNSA leaders in their politics like in decision-making, agenda setting in ruling and in solving conflicts during UNSA elections at the institution. The students' leaders responded to this in different ways. The use of propaganda in promoting the selected agenda had thirty-eight UNSA leaders, while propaganda helps in conflict resolution had twenty-four. These translate to thirty-eight

and twenty-four percent respectively. Decision-making had fifteen respondents, while propaganda helps in ruling had twenty-three UNSA leaders.

This shows the relevance of the research topic, the data collected, analyzed and interpreted that was the primary data and this proved that propaganda is used in university politics especially during elections.

**Table 4.6: Perceived influence of propaganda in students’ politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	95	95%
<b>No</b>	5	5%

Table 4.6 illustrates how propaganda has influence in politics, it was supposed to be responded to as a yes or no. Propaganda has influence in politics had ninety-five percent and five percent of the respondents were against that. The UNSA leaders acknowledge that propaganda that they use has influence in politics. Propaganda helps in solving conflicts, influencing decision on students’ politics and agenda setting of university politics, and in this case we talk about UNSA leaders. Propaganda helps to convince students to vote for them during UNSA elections which are usually organized by the university to allow students to accomplish their democratic rights by choosing the students who will be representing them in issues to do with academics, room allocation and any other agenda of the running the university and solving issues that are affecting them.

Students always use the students' leaders in solving issues affecting them hence, the students' leaders through the university are always using propaganda to calm the students as they await the senate and administration towards solving their issues. The Vice-Chancellor of the institution has a role to play in finding solution that affects students and hence, together with the senate and the UNSA leaders who act as the students' representatives, they are always using propaganda as they solve these issues, without that the students can engage in strike and damage university's properties worth millions of shillings.

**Table 4.7: Reactions towards propaganda**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	80	80%
<b>No</b>	20	20%

Table 4.7 shows how the students' leaders had different reactions towards propaganda but the leaders who had appreciated the use of propaganda in a manner that students at the University of Nairobi have positive reactions towards propaganda in university politics were eighty that represented eighty percent of the total respondents and twenty respondents from the respondents recorded no.

This reflects that students have positive reactions towards propaganda because it helps the students' leaders in their campaigns, ruling and even the university at large in managing the institution due to that that students who are being ruled are coming from different



social, economic and political background hence, finding a uniform agenda that will suit all of them is difficult hence, the relevance of propaganda in university politics.

The students' leader's responses showed that even the students know that they are always using propaganda in ruling them and postponing their problem which are meant to be solved in the future.

**Table 4.8: Role of working with students**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	86	86%
<b>No</b>	14	14%

Table 4.8 illustrates how the role of UNSA students' leaders involves working with University of Nairobi students, eighty-six percent of the respondents agreed that their politics involves working with students of the university, while fourteen percent declined.

UNSA leaders' role of representing students on issues that are affecting them require them to work with students, who are the ones who are electing them, they campaign using propaganda as their communication tool. The students' leaders always use banners on common points such as latrines, cafeteria and library to present out their agenda, in all these they are always using propaganda to solve conflicts, influence decision-making and promoting agenda setting that suit them in their ruling and of the university at large.

The leaders use the students' decisions on issues they present to the administration for amicable solution, to avoid picketing or rampage that will make the university to have

losses that cannot be recovered. It requires them to work with students, because firstly, they are also students, so their representation of other students in the issues that are affecting them also find solution to their problems.

**Table 4.9: UNSA leaders’ politics and working with UoN administration**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	5	5%
<b>Disagree</b>	3	3%
<b>Neutral</b>	14	14%
<b>Agree</b>	50	50%
<b>Strongly agree</b>	28	28%

Table 4.9 shows how UNSA leaders are involved in working with the administration, strongly agree had five responses that is five percent, disagree recorded three responses that is three percent, neutral recorded fourteen responses that reflects fourteen percent of the total respondents.

Compared to fifty percent of the UNSA leaders responded agree, and twenty-eight percent chose strongly agree as an input, this shows that their politics involves working with administration of the university.

The university cannot be managed without students’ leaders representing other students towards solving their issues. The students’ leaders are at the core section of running the

university, they help the senate, administration, the vice-chancellor of the institution and his deputies in managing the institution.

UNSA leaders in their politics involves working with the University of Nairobi administration, this helps in managing the university. During elections, UNSA leaders use propaganda to convince students to vote for them.

**Table 5.0: Propaganda as communication tool used in university politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	4	4%
<b>Disagree</b>	0	0%
<b>Neutral</b>	15	15%
<b>Agree</b>	55	55%
<b>Strongly agree</b>	26	26%

Table 5.0 illustrates that propaganda is a communication tool is used in the university politics. Majority of the UNSA leaders agreed with that, agree had fifty-five respondents while strongly agree had a frequency of twenty-six which translates to fifty-five and twenty-six percent respectively, strongly disagree had four respondents which reflects four percent of the respondents, disagree had zero response that reflects zero percent, neutral had fifteen responses that is fifteen percent of the total respondents. Propaganda is used in managing, controlling and directing students towards achieving election's agenda and the leaders use it to show what they will be doing in issues of academics and

accommodation. The institution has very many students hence, ruling them calls for as better communication tool hence, the relevance of propaganda.

Propaganda is a communication tool that helps during elections due to diversity of humankind. The students' problems need to be considered when finding solutions so that an amicable solution can be realized.

**Table 5.1: Use of propaganda in influencing decision**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	88	88%
<b>No</b>	12	12%

Table 5.1 explains how propaganda has a role in influencing decision, eighty-eight respondents responded yes that is eighty-eight percent of the respondents while twelve respondents of twelve percent declined. Propaganda helps in influencing decision in UNSA politics, the students' leaders accepted that. In times of strike during elections, propaganda is always being used by the leaders to control students' reactions towards them or by damaging the university's properties. The students' decision is changed by this communication tool, it is a convenient method of managing students towards solving their issues and running the university.

In decision-making these students can change their attitude towards agenda set, that is agenda promoted by the institution, UNSA leaders can be able to convince students to stop picketing.

**Table 5.2: Use of propaganda in promoting selected agenda**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	89	89%
<b>No</b>	11	11%

Table 5.2 illustrates how propaganda helps in promoting selected agenda, eighty-nine respondents responded yes, and no respondents had a frequency of eleven, that is eighty-nine percent were of the opinion that propaganda helps in promoting selected agenda of UNSA politics while eleven percent declined. The students have different agenda that needs to be promoted during elections and hence, propaganda is always relevant to be used towards achieving this. The agenda of school fees increment can be instilled to students through propaganda, students will oppose that and use their leaders to approach administration over for a long term solution.

**Table 5.3: Propaganda use in UNSA politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	2	2%
<b>Disagree</b>	2	2%
<b>Neutral</b>	9	9%

<b>Agree</b>	51	51%
<b>Strongly agree</b>	36	36%

Table 5.3 shows how propaganda helps in UNSA politics; strongly agree had two respondents which reflects two percent of the respondents, that was similar with disagree, neutral had a frequency of nine which translates to nine percent.

Majority of the UNSA leaders agreed that propaganda helps in UNSA political campaigns, that is fifty-one percent for agree and thirty-six percent for strongly agree.

In campaigns all the aspirants who are eyeing different positions at UNSA are always using propaganda to influence students to vote for them, in their students' representation they work for the students and due to the fact that they are also students they take full representation of their issues. Propaganda is a very important aspect in politics, it makes the UNSA leaders to win election and work for the students as their leaders.

**Table 5.4: Use of propaganda in solving conflicts in UNSA politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	77	77%
<b>No</b>	23	23%

Table 5.4 shows how propaganda helps in solving conflicts in UNSA politics, the aspirants for different positions use this to calm students, who are sometimes fighting while supporting their favorite candidates.

Seventy-seven respondents recorded yes, while no had twenty-three respondents. Seventy-seven percent of the students' leaders agreed that propaganda helps in solving

conflicts in UNSA politics, and twenty-three percent of the total respondents declined. During conflicts, propaganda helps the students' leaders in controlling students towards rampage and directs them on what they should do while they are finding solution to their problems.

In conflict resolution, propaganda is an approved communication tool for solving it. The rhetoric is convenient in solving issues at the university that both students and the entire administration is benefiting. Propaganda is a tool that is used by the students' leaders during elections to control students.

**Table 5.5: Propaganda helps in solving crisis in politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	4	4%
<b>Disagree</b>	15	15%
<b>Neutral</b>	17	17%
<b>Agree</b>	51	51%
<b>Strongly agree</b>	13	13%

Table 5.5 explains how propaganda helps in solving crisis, strongly disagree had four respondents that is four percent of the total respondents, disagree had fifteen respondents that translates to fifteen percent, neutral had seventeen respondents that reflects seventeen percent. Compared to fifty-one respondents of fifteen one percent of the respondents who responded agree while thirteen respondents that were of strongly agree that reflects

thirteen percent, this shows that propaganda helps in solving crisis in politics and elections.

When there is crisis at the university, propaganda is always used by the students' leaders and the administration at large, they await a long term solution to students' issues.

**Table 5.6: Enjoyment of the communication tool**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	79	79%
<b>No</b>	21	21%

Table 5.6 illustrates the enjoyment of propaganda in UNSA politics, yes had seventy-nine respondents while twenty-one respondents had no. In terms of percentage; seventy-nine percent enjoy the use of propaganda in UNSA politics and twenty-one percent declined. Majority of UNSA finds propaganda useful in their politics, they enjoy its use in solving conflicts, influencing decision-making and agenda setting during elections. Propaganda is a suitable tool in university politics that helps both the students' leaders and the administration in managing the institution. It is shows that UNSA leaders enjoy the use of propaganda.

**Table 5 .7: Rating of propaganda**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Excellent</b>	46	46%
<b>Good</b>	48	48%
<b>Poor</b>	6	6%



From Table 5.7, the rating of propaganda in terms of excellent had forty-six respondents while good had forty-eight respondents and poor had six respondents. Both excellent and good recorded forty-six and forty-eight percent respectively on rating propaganda relevance in UNSA politics, and poor had six percent. The students' leaders of UNSA agreed that propaganda is relevant in their politics because it helps them in their campaigns, ruling, changing students' attitude, decision-making, conflict resolution and promoting agenda that of importance to both parties.

The ratings show that the students find propaganda as relevant tool for leadership, and they use it in university politics towards helping them in their rule and towards solving students' issues.

**Table 5.8: UNSA leaders apply propaganda in politics**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	3	3%
<b>Disagree</b>	3	3%
<b>Neutral</b>	16	16%
<b>Agree</b>	52	52%
<b>Strongly agree</b>	26	26%

Table 5.8 shows how UNSA leaders use propaganda in elections, strongly disagree had three respondents with three percent of the total respondents, disagree had three respondents which translates to three percent, neutral had sixteen respondents that reflects sixteen percent.

Compared to fifty-two respondents of fifty-two percent which responded agree while twenty-six respondents of twenty-six percent responded strongly agree, this shows that UNSA leaders use propaganda in their political campaigns and students know that.

UNSA leaders use propaganda in campaigns in convincing students to vote for them and calming them whenever there is a crisis or conflict while they are campaigning at the different schools of the institution.

**Table 5.9: Recommendation of propaganda in UNSA**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	81	81%
<b>No</b>	19	19%

From table 5.9, in recommending the use of propoganda in UNSA politics, yes had eighty-one respondents, while no had nineteen respondents. This translates to eighty-one percent of the UNSA leaders recommending propoganda use in UNSA politics, while nineteen percent declining that.

Propaganda is recommended to be used in university politics because it helps in managing students, the students' leaders and the administration use this communication tool in controlling and directing the students towards issues that are affecting their academics and accommodation.

The students' leaders find ease in their ruling and elections when they are using propoganda because students are many, and they are also from different backgrounds.

**Table 6.0: Propaganda’s use in running the university**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	75	75%
<b>No</b>	25	25%

Table 6.0 illustrates how propaganda has made changes in students’ attitude in issues of running the university, seventy-five respondents recorded yes, while twenty-five respondents recorded a no. This shows that seventy-five percent of the leaders accepted that propaganda has made changes in students’ attitude in issues of running the university, while twenty-five percent responded no.

Propaganda changes students’ attitude towards topical issues in the university that students can protest on, like issues of academics and accommodation.

The students’ leaders find a strategy of agenda setting towards the University of Nairobi administration, the UNSA leaders use propaganda to change attitude of students.

In this research on the use of propaganda in university politics, propaganda is used in to make decisions, in agenda setting in UNSA elections. The student leaders use propaganda to convince students to vote for them, and they promise them that they will be handling their issues like the ones of academics, welfare and accommodation. Leading researchers in the field of propaganda as a strategic communication tool are documented and established by this study. It also includes other issues that come together at the intersection of political propaganda.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter illustrates, summary of findings, conclusion and recommendations. Propaganda is used by the students' leaders in their politics to convince students' to vote for them.

#### **5.2 Introduction**

In decision-making, propaganda helps the students' leaders who are vying for different positions at UNSA to influence students' decisions to vote for them in different capacities that they are for. Propaganda helps in agenda setting when making plans on how they can convince students to vote for them during UNSA elections.

It was found that propaganda is used in university politics in influencing decision and agenda setting at the University of Nairobi. Propaganda helps both students' leaders and the administration in their rule, managing students in conflicts and crisis, they use this vital communication tool in stopping picketing that might lead to uncountable losses in terms of resources during UNSA elections.

According to Alan (2016), research questions are important in research. A research question provides an explicit statement of what is it a researcher wants to find about. It's true that propaganda plays a role in university politics.

The findings indicate that the majority of UNSA leaders make use of this communication tool not only to assist the university administration in managing the institution, but also to solicit mandate from University of Nairobi students. These findings demonstrate that propaganda contributes to the selling of a particular agenda, the influence of decisions, and the resolution of conflicts in UNSA politics.

Propaganda in university politics is relevant in a such a way that it helps the UNSA leaders to use it in their political campaigns. Propaganda is used by UNSA leaders in decision-making during elections and agenda setting that helps to students' leaders to present their plans on how they will rule the students or what they are planning to do for students in a way that will benefit all of them.

### **5.3 Summary of findings**

Findings of this study show that the majority of the UNSA leaders are teenagers. They join the university while they are still young, and they have energy to engage in politics using propaganda. They use propaganda in their campaigns to convince the students with their agenda, and they promise they will work for them wisely towards solving their issues.

Both male and female are always elected in the UNSA election and therefore, both male and female use propaganda in their politics towards achieving their political goals and the institution's selected agenda.

All schools of the University of Nairobi participated in the research, and that gave an equal representation of the sample selected from the UNSA leaders.

The executive, the secretariat and the others participated in this research, the chairperson, secretary general, treasurer among others, the speakers, sergeant-at-arms, governors and congressmen and women were fully represented and therefore, data collected were true records because all sections of the UNSA body participated in this research of the use of propaganda in UNSA politics.

It shows that propaganda's role in university of politics include; influencing decision, agenda setting, ruling and solving conflicts at the institution during UNSA elections.

The communication tool has a wider influence towards changing people's attitude to accept a certain agenda that had been incorporated to help in ruling. Propaganda helps the students' leaders to rule students who had elected them for a representation at the senate and when they are solving students' issues with the administration.

In terms of reactions towards propaganda, the students have a positive reaction towards propaganda, to mean they know that propaganda is a tool that must be used in leadership to control students.

The role of UNSA leaders involves working with students, UNSA leaders are also students and therefore, without students we cannot have UNSA, students' leaders represent students and therefore, they work with students while using propaganda and during their campaigns they use it to convince their fellow students to vote for them

The leaders work with the institution's administration in their ruling, the university's administration is usually involved in selection of the leaders, they can recommend for

students the best candidate, to change the students' attitudes towards certain selected agenda during UNSA elections, they use propaganda.

As a communication tool, propaganda is widely used by the UNSA leaders to control the students' mannerism in terms of behavior in academics and even the way they operate with their roommates at their hostels, students are always controlled on how they can operate in school by their leaders who they had voted for during elections.

In influencing decisions, propaganda is a tool that helps the UNSA leaders in ruling, their political campaigns and even in changing the students' attitude towards introduced agenda by the institution so that the students can accept them.

In agenda setting, propaganda is as a communication tool that helps in promoting selected agenda, the institution has different agenda that they use to manage the university and through propaganda they always achieve this.

It was found out that UNSA leaders use propaganda in their politics and hence, it proved the relevance of the research topic, propaganda is used in times of conflict and crisis were among the findings, and it was also realized that propaganda is enjoyed by the UNSA leaders during elections.

The rating of propaganda was seen as excellent and good method of communication towards accomplishing leadership strategies, it is applied in university politics, it was highly recommended and identified as strategy used by students' leaders during elections to convince students to vote for them.

## **5.4 Conclusion**

In conclusion, the research topic objectives and research questions were answered, propaganda was found to be able to influence students' decision, and it also helped in agenda setting of the strategies of students' leaders, a way of convincing students to vote for them as they promise to represent them in issues that are affecting them like topical issues of academic and accommodation.

Propaganda is used by students' leaders in political campaigns, the leaders use propaganda during elections to convince students to vote for them so that they can be voted for and be in office, they main agenda of aiming to be in office is to handle students' problems or issues that are affecting them.

The communication tool is used in decision-making, students are usually influenced to make a certain decision using propaganda, the latter is also used in agenda setting during election that is usually done in each academic year.

When students are on strike during elections, and they are demanding their academic and basic needs at the institution, propaganda can be used to calm them. Propaganda helps solve conflicts during students' election.

Propaganda assists the university administration in ending picketing and other related issues involving UNSA leaders, as well as in influencing students' decisions regarding the election of UNSA leaders.



Propaganda helps in agenda setting of the UNSA politics, that is to say during elections at University of Nairobi propaganda helps in changing students attitude to vote for different candidates.

Propaganda is a means of communication that the leaders of the UNSA use in political campaigns, to influence their decisions, and resolve disputes at the University of Nairobi during times of crisis during UNSA elections. Although propaganda has its drawbacks, it also has numerous advantages, such as the ability to control students from diverse backgrounds.

### **5.5 Recommendations**

The leaders of the UNSA should use propaganda to resolve internal conflicts during UNSA elections, propaganda is a tool that will enable students to stop rampage in times when the opponents' supporters are fighting, this may lead to strike in the institution. Propaganda helps in solving conflicts in university politics.

During picketing, UNSA leaders should use propaganda to influence students' decisions, the attitude of the students need to be changed when there is a contentious issue they are complaining about, if this is used they will stop rampage immediately.

If UNSA leaders and students use propaganda, the University of Nairobi will become unmanageable, therefore, only UNSA leaders should be encouraged to use it to communicate. Propaganda is recommended for the students' leaders, if they are all using it, it will be like they are opposing one another and hence, they will not be able to achieve

their goals of ruling the students and influencing them to vote for them during UNSA elections.

### **5.5.1 Recommendations for further studies**

People should conduct a study on the impacts of propaganda, propaganda should be used in leadership especially for the quest for one to be elected, many of us use it a wrong way which may lead to a severe picketing or protest that may eventually lead to chaos.

The advantages and disadvantages of propaganda ought to be the subject of research. It is a rich area for research so that researchers can know the implications of propaganda, so that when they are using it, they use it wisely.

The best and most up-to-date theory of propaganda should be the topic of study. Theories of propaganda were introduced in the earlier centuries and hence, they cannot match the human being's developments.

This will enable us to use current citations in research for competency improvement. The conclusions and recommendations of this research are valid, and they can be used by any researcher who will be handling the same research topic.

They can also be used as secondary data because this research was done in opportune time and relevant location that supports the research topic. Propaganda use in elections towards influencing people should be investigated, it should be compared with other communication tools for agenda setting and the ones that are used in decision-making.

The research of the use of propaganda in university politics data was collected through the use of questionnaires, primary data was obtained, presented, analyzed and interpreted.

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## QUESTIONNAIRES

These are questionnaires of a research project on the Use of Propaganda in University Politics in Kenya: The Case of University of Nairobi Students' Association Elections.

1. What is your age?

- 0-16
- 17-20
- 20-30
- 30-45
- 45-50
- Over 50

2. What is your gender?

- Male
- Female

3. Which school at the UoN do you belong to?

- FoA
- SoBE
- SoM
- SoE
- SoPS
- SoJM

4. What is your position at UNSA?

- Executive (chairperson, vice-chairperson, secretary general, treasurer,)
- Secretariat (speaker, sergeant- at-arms)
- Others

5. What is the role of propaganda in politics?

- Decision making
- Promoting selected agenda
- It helps in ruling
- It is a solution of solving conflicts

6. Does propaganda have influence in politics?

- Yes
- No

7. Do students have positive reactions towards propaganda in university politics?

- Yes
- No

8. Does your role involve working with University of Nairobi students?

- Yes
- No

9. UNSA leaders in their politics work with the University of Nairobi administration?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

10. Propaganda is a communication tool used in the university politics?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. Propaganda helps in influencing decision making in UNSA politics?

- Yes
- No

12. Propaganda helps in promoting selected agenda of UNSA politics?

- Yes
- No

13. Propaganda helps in UNSA political campaigns?

- Strongly disagree



- Disagree
- Neutral
- Agree
- Strongly Agree

14. Propaganda helps in solving conflicts in UNSA politics?

- Yes
- No

15. Propaganda helps in solving crisis in politics?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

16. Do you enjoy the use of propaganda in UNSA politics?

- Yes
- No

17. How would rate the relevance of propaganda in UNSA politics?

- Excellent
- Good
- Poor

18. Students know that UNSA leaders use propaganda in their political campaigns for leadership?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

19. Do you recommend the use of propaganda in UNSA politics?

- Yes
- No

20. Has propaganda made changes in students' attitudes in issues of running the university?

- Yes
- No