Voice of Research

An International Peer Reviewed & Referred Journal for Change and Development

EDITORIAL

With the effect and impact of climate change, the declining democracy and upscaling autocracy, the threat of wars and its possibility in every new second, and the other routine problems, every day the researchers find the problems and its source. With the influence of this source that keeps the researcher motivated and ready for new researches, we are here with this issue with the positive attitude and commitment of the potential researchers. The current issue highlights topics related to leadership styles and teacher commitment; cultural norms and practices affecting academic performance; life skills education; hindi teaching in China; language teaching and writing skills; factors affecting fish-related business; textile and apparel industries; and critical discourse analysis which represents the problems related to the students, professionals, parents, family, and the society.

To enrich the related ideas Kyomuhangi, Kanyesigye, and Ruteraho studies relationship between leadership styles and teacher commitment; Magnifique and Venerande reviews the cultural norms and practices affecting girls' academic performance; Madhavi focusses on life skills education in secondary schools; Yu attempts to present the prospects and challenges of Hindi teaching in China; Athanase relates the language teaching and writing skills in rwandan secondary schools; Mahdi, Morteza and Amin stresses on the factors affecting fishery industry; Manoj kumar characterizes the opportunities in the textile and apparel industries whereas Natalia focusses on critical discourse analysis. On the whole this issue of Voice of Research presents the recent trends and issues by addressing the problems and presenting the solution to the societal issues. I am sure, this issue will add to the enthusiastic readers and researchers and Voice of Research is able to draw the necessary attention of the concerned people, authorities and departments on the related issue.

With the hope of best for mankind,

Avdhesh S. Jha
Chief Editor
Voice of Research

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RELATIONSHIP BETWEEN LEADERSHIP STYLES AND TEACHER COMMITMENT AMONG SECONDARY SCHOOLS IN UGANDA

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Abstract

This study aimed at investigating the effect of head teachers' leadership styles on the commitment of teachers among secondary in Bushenyi-Ishaka Municipality, Uganda. The study specifically looked at: the relationship between head teachers' democratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality; the relationship between head teachers' autocratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality; the relationship between head teachers' laissez-faire leadership style and commitment of teachers among secondary in Bushenyi-Ishaka Municipality. Data was collected was collected in the month of January 2022. The study employed correlational research design Data was collected from a total sample of 212 teachers (85 from government aided schools and 127 from private schools) and 6 head teachers. After organising quantitative data and entering it into the computer using SPSS, it was then analysed using descriptive statistics, correlation and regression. Qualitative was summarised, themes generated and was analysed content by content. The findings revealed that democratic, autocratic and laissez-faire had a positive and significant influence on commitment of teachers. Therefore, it was concluded that the democratic leadership style is imperative for commitment of teachers, and both autocratic and laissez-faire leadership styles are pre-requisite for commitment of teachers. Thus, it was recommended that head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers, head teachers should also use autocratic leadership style to promote commitment of teachers, and that head teachers should also employ some techniques of laissez-faire leadership style to promote commitment of teachers.
Keywords: *leadership, commitment, leadership style, teacher, teaching*

Teacher commitment is an important variable of teacher quality in schools (Peretomode & Bello, 2018). Becker (1960) indicated that previously that there had been little formal analysis of the concept of commitment. Becker described commitment as an attitude of consistent behaviour that persists over time. He explained that commitment came into being because of side bets resulting from participation in social organisations. Side bets referred

to gains made by an individual because of staying with an organisation for a time that constrained the individual from leaving for fear of losing the gains such as accumulated pension, seniority, connections, ease of doing work resulting from experience and stability of household among others (Mugizi, Bakkabulindi & Ssempebwa, 2016). In their findings, Porter, Steers, Mowday and Boulian (1974) categorised commitment into three forms: the desire to remain in an organization, willingness to exert considerable efforts on its behalf and belief in and acceptance of its goals and values (Mete, Sökmen & Biyik, 2016). Basing on their observations from several studies, Meyer and Allen (1991 developed the multidimensional model of commitment comprising of three components namely affective, continuance and normative (Peretomode & Bello, 2018). Affective commitment, looks at those emotions and feelings workers attach to the goals and objectives of the institution. And feel part and partial of the institutional activities (Hadi & Entama, 2020). Continuance commitment describes those costs incurred when one leaves an organisation while normative commitment looks at ones' commitment to support and remain as a member of an organisation (Mugizi, Bakkabulindi & Bisaso, 2015). According to Al-Jabari and Ghazzawi (2019), the conceptualisation by Allen and Meyer (1990) that identifies commitment as referring to affective, continuance and normative commitment is the popular description of the concept.

Teachers' commitment is key in determining the success or failure of an of an educational institution: committed teachers are able to work in groups and are concerned about effectively achieving the institutional plans and this increases their productivity and enhances performance of the school (Hadi & Tentama, 2020).

A study in USA showed that commitment was low with a high share of public-school teachers their posts (13.8 %) either leaving their school or leaving teaching altogether. In Europe, the rate of teachers leaving the profession is between 9.1% and 10.3% (Stromquist, 2018). In Britain, 32.3% of newly qualified entrants into public schools in 2016 were found to have left five years later (Foster, 2019). In South Africa the national policy (Employment of Educators Act, 1998) requires teachers to spend between 64% -79% of the 35-hour weekly schooling period doing actual teaching, on average teachers spend 43-46% of their time in the classroom teaching that in a number of schools any teaching hardly takes place after lunch on Fridays (Mampane, 2012).

Findings from the study in Kenya carried out by Kimosop (2015) revealed that 48.6 percent of teachers never accomplished the learning objectives, 66.6% prepared schemes of work but majority of them 55.5% never referred to them often, and the majority percent (86.7%) never prepared lesson plans. On the other hand, a study by Mwesigwa and Okendo (2018) in Rwanda showed that although there was a high level of commitment

among teachers inform of observing the teaching professional responsibilities (78.8%), they established that this commitment was limited by various factors such as: poor training and frequency of seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession.

In the case of Uganda, while in the last two decades the government of Uganda has worked to improve the commitment of teachers through improved welfare by increasing salaries and supporting them with soft loans through Teachers' SACCOs, commitment of teachers in terms of affective, continuous and normative commitments remained low (Tumusiime & Kasujja, 2020); bout 15% of teachers do not turn up to teach their classes, many teachers report late and not execute all their professional duties like making schemes of work, lesson plans and performing weekly duty (Mugizi, Mujuni & Dafiewhare, 2019). Therefore, commitment of teachers in schools in Uganda remained a big challenge.

Owing to the importance of commitment of teachers, a number of scholars (e.g. Abasilim, Gberevbie, Osibanjo, 2019; Aydin, Sarier, & Uysal, 2013; Lukeera, 2016; Muwagga & Genza, 2011; Obbo, Olema & Atibuni, 2018; Oboko & Wasswa, 2020; Yahaya & Ebrahim, 2016) have investigated factors relating to organisational commitment. However, those who have studied leadership styles and commitment of teachers such as Abasilim et al. (2019), Aydin et al. (2013), Obbo et al. (2018), and Yahaya and Ebrahim (2016) have studied the modern leadership styles of transformational, transactional and laissez-faire yet according to Bwiruka (2009) head teachers practice the traditional leadership styles that include democratic, autocratic and laissez-faire.

To note is that the traditional leadership styles can be to the seminal work of Lewin, Lippit and White in 1939 in which they identified three main styles of leadership that are authoritarian (autocratic), democratic and laissez-faire (Moorosi & Bantwini, 2016). Autocratic leadership style denoted a leader with a lot of power over their followers (Veliu, Manxhari, Demiri & Jahaj, 2017), democratic leadership style meant a leader who invites other members of the team to contribute the decision-making process and laissez-faire leadership style suggested that leaders that allows complete freedom to all workers (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012).

Theoretical Background

This study was guided by the Situational Leadership Theory (SLT) proposed by Hersey and Blanchard in1969. The Situational leadership stresses that leadership is composed of both a directive and supportive dimension, and each has to be applied appropriately in a given situation (Kaifi, Noor, Nguyen, Aslami & Khanfar, 2014). Khanfar, Harrington,

Alkhateeb and Kaif (2013) consider task behaviour as the degree to which leaders define duties and responsibilities of individuals or groups of workers through directing and setting goals. On the other hand, relationship behaviour looks at the ability of a leader to involve followers in a two-way or multi-way form of communication, and how they are able to listen, encourage and coach others (Khanfar, Harrington, Alkhateeb & Kaif, 2013). The theory proposes that that there is no single way of influencing members of a group. It says that effective leadership depends on how ready group members are to perform a given task (Tsolka, 2018). In education, the ability of the school administrators to properly identify the strength and weaknesses of the staff helps them to map out areas of improve improvement and the appropriate strategies for causing that improvement (Ahmady & Khani, 2022). Hence, Situational Leadership Theory was appropriate in this study as the study sought to examine how adopting those different leadership styles affect the commitment of teachers.

In schools, commitment of teachers is an important predictor of teachers' job performance as it is positively related to job satisfaction and the dedication to attain organisational goals (Devos, Tuytens & Hulpia, 2014). Owing to the significance of commitment of teachers, the government of Uganda and management of schools devised mechanisms to enhance such as enhancing the salaries of teachers, putting money into teachers SACCOs and construction of teachers' houses to enhance their commitment (Tumusiime & Kasujja, 2020). Nonetheless, commitment of the teachers remained low. The teachers in the schools have poor attitude to work, devote less time on performance of their job such as managing of extra-curricular activities, teaching preparation, and marking (Asiimwe, 2015). There was deterioration in teachers' professional standard of conduct with teachers exhibiting misconduct at and outside of work. The teachers exhibited low motivation while doing their jobs in the schools (Asiimwe, 2015). Further, there was high absenteeism among teachers, late submission of evaluation of reports, low morale to perform, failure to finish the syllabus and failure to make students to fully interpret texts in textbooks (Kirungi, 2015). If the problem of low commitment of teachers was not addressed the learning of students would be affected leading to the challenge of poor job performance of teachers. Therefore, it was imperative for this study to investigate the association between head teachers' leadership styles and commitment of teachers.

Purpose of the Study

This study investigated the relationship between head teachers' leadership styles and commitment of teachers among Secondary Schools in Bushenyi-Ishaka Municipality in Uganda.

Related Literature

Democratic Leadership Style and Commitment of Teachers: Democratic leadership, also known as participative leadership is a leadership style by which the

leader offers guidance to group members participating in the group and encouraging member involvement in decision making (Kilicoglu, 2018). Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to become committed to their job (Bhatti, Maitlo, Shaikh, Hashmi & Shaikh, 2012). Democratic leadership is able to influence people in a consistent manner and conducive to basic democratic principles and processes, such as self-determination, inclusiveness, and participation and serious thought (Amini et al., 2019). According to Fiaz et al. (2017), democratic leadership style puts greater emphasis on people and encourages interaction within a group.

The study by Abasilim, Gberevbie and Osibanjo (2019) showed that there is a significant positive relationship between democratic leadership style and employees' commitment. The findings of Amini et al. (2019) revealed that democratic leadership style increased commitment of the workers with autocratic and laissez-faire leadership for having a very least increase on commitment of the workers.

Autocratic Leadership Style and Commitment of Teachers: In Autocratic leadership, the leader expects subordinates to obey job demands without disagreement and to be socialised to accept and respect a strict and centralised hierarchy (Wang et al., 2019). The basic assumption underlying autocratic leadership is that naturally, people are lazy, are not responsible, are untrustworthy meaning that putting the roles of planning, organizing, and controlling in the hands of subordinate would yield no tangible results and thus such roles should be performed by the leader without the involvement of people (Fiaz et al., 2017).

In this regard, Amini et al. (2019) in their study found out that autocratic leadership led to a very least increase on commitment of the workers. In addition, Abasilim et al. (2019) revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Relatedly, Banjarnahor et al. (2018) found out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals.

Laissez Faire Leadership and Commitment of Teachers

Laissez faire leadership is a leadership style characterised by the leader often being absent and less involved in the organisation's activities when needed to take critical decisions (Abasilim, Gberevbie & Osibanjo, 2019). Laissez faire leadership also known as passive management-by-exception or hands-off style that describes a state involving a leader that does not get involved in his or her work, provides little or no direction and gives employees much freedom except when problems are very serious that his or her involvement is inevitable (Mugizi et al., 2019). The laissez-faire leadership style involves non-interference policy, allows complete freedom to all workers and has no particular way of attaining goals (Bhatti et al., 2012).

This leadership style, although Abasilim et al. (2019) a positive but insignificant relationship with employees' commitment. Abasilim et al. (2019), Al-Daibat (2017) found that it had a negative and insignificant effect on organisational commitment. Amini et al. (2019) in their study found out that the leadership style contributed very least increase on commitment of the workers.

Methodology

Research Design: This study used a quantitative research approach employing a correlational research design

Population of the Study, Sample size and Sampling Techniques: The population of this study was 486 (473 teachers and 13 head teachers) of both Government aided and privately owned primary schools in Ishaka-Bushenyi Municipality. The sample size was included six head teachers and 108 teachers. The participating schools and the teachers were randomly selected. The headteachers by virtue of their position in the selected schools were purposively selected.

Data Collection Instrument: The data was collected using a self-designed (SAQ) that was compiled through reading literature. All items in this instrument were closed-ended. The measurement was based on the five-point Likert Scale (Where 1 = strongly disagree 2 = disagree 3 = not sure 4 = agree 5 = strongly agree).

Validity of the Instruments: Content validity of the instruments was obtained by the making sure that the constructed items of the main variables (independent and dependent variables) were in line with the study objectives and conceptual framework. The two supervisors validated the instruments by providing their opinions on the relevance, wording and clarity of the items in the instruments. In addition, two other experts in the area of content were asked independently to rate the items in the study instrument. The items were rated on the rating scale of relevant and irrelevant. The items considered irrelevant were discarded or substituted with relevant ones. The formula used to calculate to calculate Content Validity Index (CVI) was; $CVI = \frac{n}{N}$ Where: n = number of items rated as relevant; N= Total number of items in the instrument

The benchmark for CVI of the questionnaire is 0.7 according to Liang, et al. (2019). Therefore, CIV for the questionnaire was considered at the benchmark level and above. The CVI results obtained were as follows:

Table 3.1 Validity Indices

Items	Number of Items	Content Validity Index
Affective Commitment	7	0.79
Continuance Commitment	5	0.80
Normative Commitment	6	0.92
Democratic Leadership Style	13	0.85
Autocratic Leadership Style	11	0.86
Laissez-faire Leadership Style	8	0.75

Reliability of the instrument: Reliability was achieved both for the interview guided and the self-administered questionnaire. For the interview guide, the researcher used the methods of credibility, dependability and confirmability. Credibility aimed at ensuring that the research findings represent views of the interviewees (Korstjens & Moser, 2018). Dependability will seek to ensure the findings, interpretation and recommendations was supported by the data collected while confirmability will aim at establishing that data and interpretations of the findings are clearly derived from the data collected (Nowell, Norris, White & Moules, 2017). The reliabilities of items in the various constructs were tested using Cronbach's Alpha (α) method provided by SPSS. All items scored a Cronbach's alpha value higher than 0.70 hence considered reliable (Souza, Alexandre, & Guirardello, 2017).

Research Procedure: The proposal was first ethically approved by Kampala International University Institutional Research and Ethics Committee which granted a letter allowing the researcher to collect data from the schools. Since data was being collected at the same time, The researcher in some cases employed trained research assistants who were teachers not teaching in the particular schools where data was being collected to help in quickening the process of data collection.

Data Management and Analysis: The data was first coded and then entered into the computer using the Statistical Package for Social Sciences (SPSS 24.0). Data was analysed using descriptive statistics, correlation and regression analysis.

Ethical Considerations: To ensure informed consent of the respondents, the participants were requested to first sign consent forms as a way to show that they have not been forced to participate. Anonymity was maintained by letting the participants fill the questionnaires without putting their names or any other individual identifier but only codes were used. Confidentiality was maintained through ensuring the respondents provide responses in privacy and in an anonymous way.

Data Presentation, Analysis and Interpretation

Background Characteristics: Respondents' characteristics are as presented in Table 4.1.

Table 2 Respondents' Background Characteristics

Item	Categories	Frequency	Percent
School ownership	Government Aided	5	38.5
	Private Owned	8	61.5
Gender	Male	82	54.7
	Female	68	45.3
Age Categories	Up to 30 years	54	36.0
	30 – 40 years	70	46.7
	40 years and above	26	17.3
Highest level of education attained	Certificate	3	2.0
	Diploma	88	58.7

	Bachelors	57	38.0
	Post graduate	2	1.3
Responsibility of the teacher	Subject teacher only	97	64.7
	Class teacher	23	15.3
	Head of department	30	20.0
Teaching experience	Less than 5 years	22	14.7
	5 - 10 years	59	39.3
	Above 10 years	69	46.0

From Table 2, majority of the schools (61.5%) in Ishaaka-Bushenyi Municipality are privately owned with more male teachers (54.7%). Most of the participants were in the age range of 30 – 40 years, had the highest level of education as diploma (58.7%), are just subject teachers (64.7%), and had teaching experience of above 10 years (46.0%).

Descriptive Analysis of the Variables: The results are on commitment of teachers in terms of affective, continuance and normative commitment. The results on leadership styles are on democratic, autocratic and laissez faire.

Commitment of Teachers: Commitment of teachers was studied as a multi-dimensional analysis covering affective (Table 3 and Figure 1), continuance (Table 4 and Figure 2) and normative (Table 5 and Figure 3) commitment.

Table 3 Descriptive Results for Affective Commitment

Affective Commitment	SD	D	NS	A	SA	Mean	STD
I am very happy being a member of this school	0 (0%)-	0 (0%)	79 (38.3%)	92 (44.7%)	35 (17.0%)	3.79	0.49
I enjoy discussing about my school with the people outside it	0 (0%)	8 (3.9%)	38 (18.4%)	85 (41.3%)	75 (36.4%)	4.10	0.30
I really feel as if this school's problems are my own	0 (0%)	39 (18.9%)	52 (25.2%)	67 (32.5%)	48 (23.3%)	3.60	0.29
I am deeply attached to this school	0 (0%)	10 (4.9%)	52 (25.2%)	103 (50.0%)	41 (19.9%)	3.85	0.32
I am part of the family of this school	0 (0%)	9 (4.4%)	104 (50.5%)	66 (32.0%)	27 (13.1%)	3.54	0.35
I feel emotionally attached to this school	0 (0%)	26 (12.6%)	37 (18.0%)	132 (64.1%)	11 (5.3%)	3.62	0.42
This school has a great deal of personal meaning for me	0 (0%)	23 (11.2%)	47 (22.8%)	81 (39.3%)	55 (26.7%)	3.82	0.37

The results in Table 3 about teachers being very happy as members of their schools showed that cumulatively, the majority percentage (61.7%) of the teachers agreed while 38.3% moderately agreed. The high mean = 3.79 close to code 4 which on the scale used corresponded with agreed implied that the teachers agreed that they were very happy to be members of their schools. The teachers revealed that they enjoyed discussing about their schools with the people outside them. This was because the majority percentage (77.7%) of the teachers agreed while 18.4% moderately agreed and 3.9% disagreed. The mean = 4.10 was also high.

As to whether teachers really felt as if the problems of the schools were their own, cumulatively the larger percentage (55.8%) of the teachers agreed

while 25.2% moderately agreed and only 18.9% disagreed. The high mean = 3.60 close to code 4 meant that the teachers indicated that they really felt as if the problems of the schools were their own. With respect to whether the teachers were deeply attached to their schools, cumulatively the majority percentage (69.9%) of the teachers agreed while 25.2% moderately agreed and only 4.9% disagreed. The high mean = 3.85 close to code 4 suggested that the teachers agreed that they were deeply attached to their schools.

About whether the teachers felt they part of the family of their schools, cumulatively the larger percentage (50.5%) of the teachers moderately agreed while 45.1% agreed and only 4.4% disagreed. The high mean = 3.54 close to code 4 revealed that the teachers concurred that teachers felt they part of the family of their schools. Regarding whether the teachers felt emotionally attached to the schools, cumulatively the majority percentage (69.4%) of the teachers agreed while 18.0% moderately agreed and 12.6% disagreed. The high mean = 3.62 close to code 4 meant that the teachers felt emotionally attached to the schools.

As to whether the schools had a great deal of personal meaning for the teachers, cumulatively the majority percentage (66.0%) of the teachers agreed while 22.8% moderately agreed and 11.2% disagreed. The high mean = 3.82 close to code 4 implied that the schools had a great deal of personal meaning for the teachers. To find out if results on affective commitment were normally distributed and an average index for the seven items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 1.

Mean = 3.76
Std. Dev. = .575
N = 206

Figure 1: Histogram for Affective Commitment

The results in Figure 1 show an overall high mean = 3.76 which indicates that the respondents agreed that their affective commitment was high. With the low standard deviation (0.575) and the curve in the figure showing normality, it can be stated the results on affective commitment were normally distributed. Thus, the data on affective commitment could be subjected to linear correlation and regression and appropriate results obtained.

Table 4 Descriptive Results for Continuance Commitment

Continuance Commitment	SD	D	NS	A	SA	Mean	STD
I am afraid of what might happen if I quit my job in this school without having another one lined up	0 (0.0%)	0	40 (19.4%)	133 (64.6%)	33 (16.0%)	3.97	0.29
It would be very hard for me to leave my job in this school right now, even if I wanted to	0 (0.0%)	13 (6.3%)	35 (17.0%)	135 (65.5%)	23 (11.2%)	3.82	0.35
Too much in my life would be disrupted if I decided to leave my job in this school now	0 (0.0%)	2 (1.0%)	37 (18.0%)	114 (55.3%)	53 (25.7%)	4.06	0.33
It would be too costly for me to leave this school now	0 (0.0%)	8 (3.9%)	37 (18.0%)	112 (54.4%)	49 (23.8%)	3.98	0.28
Right now, staying on my job in this school is a matter of necessity	0 (0.0%)	1 (0.5%)	27 (13.1%)	144 (69.9%)	34 (16.5%)	4.02	0.30

The results in Table 4 about teachers being afraid of what might happen to them if they quit their jobs in the school without having another one lined up showed that cumulatively, the majority percentage (80.6%) of the teachers agreed with 19.4% moderately agreeing. This means that the teachers were afraid of what might happen to them if they quit their jobs in the school without having an alternative one. The teachers revealed that it would be very hard for them to leave their jobs in the schools right then, even if they wanted to. This was because the majority percentage (76.7%) of the teachers agreed 17.0% moderately agreed and 6.3% disagreed. The mean = 3.82 was also high.

Additionally, 81.0% of the teachers feel that their lives would be disrupted if they decided to leave their jobs at the moment. The high mean = 4.06 close to code 4 meant that the teachers indicated that too much in the lives of the teachers would be disrupted if they decided to leave their jobs in the schools at the time. With respect to whether it would be too costly for the teachers to leave the schools at the time, cumulatively the majority percentage (78.2%) of the teachers agreed while 18.0% moderately agreed and only 3.9% disagreed. The high mean = 3.98 close to code 4 implied that the teachers agreed that it would be too costly for them to leave the schools at the time.

As to whether staying on their jobs in the school was a matter of necessity, cumulatively the majority percentage (86.4%) of the teachers agreed while 13.1% moderately agreed and 0.5% disagreed. The high mean = 4.02 close to code 4 implied that the staying in the schools by the teachers was a matter of necessity. Ascertain if results on continuance commitment were normally distributed and an average index for the five items measuring affective commitment was calculated. A histogram drawn from the same indicated the normality of the results as in Figure 2.
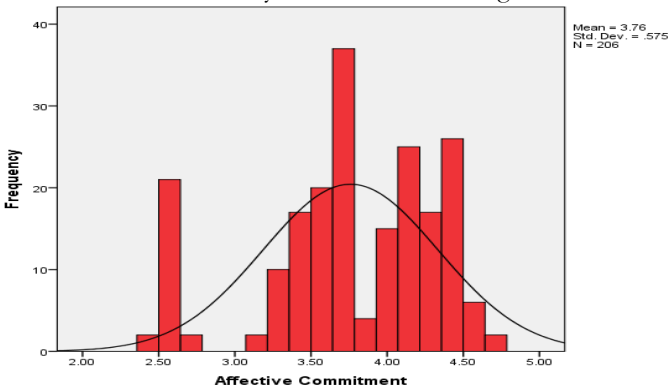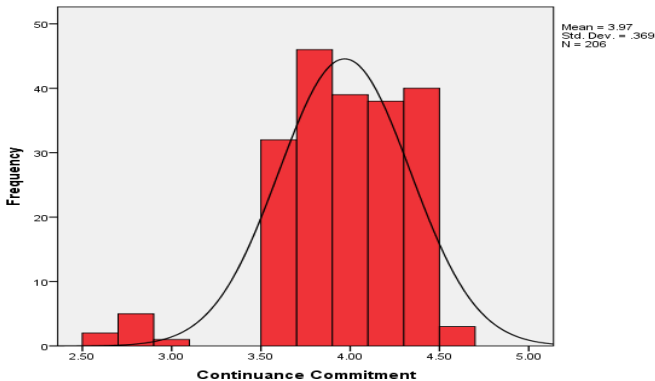
Figure 1 Histogram for Continuance Commitment

The results in Figure 2 show an overall high mean = 3.97 which indicates that the respondents agreed that their continuance commitment was high. With the low standard deviation (0.369) and the curve in the figure showing normality, it can be stated the results on continuance commitment were normally distributed. Thus, the data on continuance commitment could be subjected to linear correlation and regression and appropriate results obtained.

Table 5 Descriptive Results for Normative Commitment

Normative Commitment	SD	D	NS	A	SA	Mean	STD
I think that people these days rarely move from job to job too often	22 (10.7%)	25 12.1%	55 (26.7%)	91 (44.2%)	13 (6.3%)	3.23	0.19
I believe that a person must always be loyal to his or her Institution	0(0.0%) -	0(0.0%)	94 (45.6%)	96 (46.6%)	16 (7.8%)	3.62	0.27
Jumping from this school to another seems unethical to me	47 (22.8%)	13 (6.3%)	51 (24.8%)	89 (43.2%)	6 (2.9%)	2.97	0.50
One of the major reasons I continue to work in this school is that I feel a sense of moral obligation to remain	-	25 (12.1%)	21 (10.2%)	133 (64.6%)	27 (13.1%)	3.79	0.23
Even if I got another offer of a better job else-where I would feel it is right to stay in this school	31 (15.0%)	51 (24.8%)	56 (27.2%)	57 (27.7%)	11 (5.3%)	2.83	0.34
Things were better in the days when people stayed in one institution for most of their career	46 (22.3%)	36 (17.5%)	34 (16.5%)	67 (32.5%)	23 (11.2%)	2.93	0.32

The results in Table 5 about teachers thinking that these people rarely moved from job to job too often showed that cumulatively, the larger percentage (50.5%) of the teachers agreed while 26.7% moderately agreed and 22.8% disagreed. The moderate mean = 3.23 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers agreed that fairly, teachers though that people rarely moved from

job to job too often. The teachers revealed that they believed a person must always being loyal to his or her Institution. This was because the larger percentage (54.4%) of the teachers agreed while 45.6% moderately agreed. The mean = 3.62 was also high.

As to whether changing from one school to another seemed unethical to the teachers, cumulatively the larger percentage (46.1%) of the teachers agreed with 29.1% disagreeing and 24.8% not sure. The just below average mean = 2.97 close to code 3 meant that the teachers indicated that to a lesser extent, jumping from one school to another seemed unethical to the teachers. With respect to whether one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain, cumulatively the majority percentage (77.7%) of the teachers agreed while 12.1% disagreed and 10.2% not sure. The high mean = 3.79 close to code 4 suggested that one of the major reasons teachers continued to work in their schools was because they felt a sense of moral obligation to remain.

About whether even if they got another offer of a better job else-where they would feel it is right to stay in the schools, cumulatively the larger percentage (39.8%) of the teachers moderately disagreed while 33.0% agreed and 27.2% moderately agreed. The just below average mean = 2.83 close to code 3 revealed that to a lesser extent, the teachers concurred that even if they got another offer of a better job else-where they would feel it is right to stay in the schools. As to whether things were better in the days when people stayed in one institution for most of their career, cumulatively the larger percentage (43.7%) of the teachers agreed while 39.8% disagreed and 16.5% moderately agreed. The just below average mean = 2.93 close to code 3 implied that the teachers indicated that to a lesser extent, things were better in the days when people stayed in one institution for most of their career. To establish if results on normative commitment were normally distributed and an average index for the six items measuring affective commitment was calculated. A histogram drawn from the same showed the normality of the results as in Figure 3.
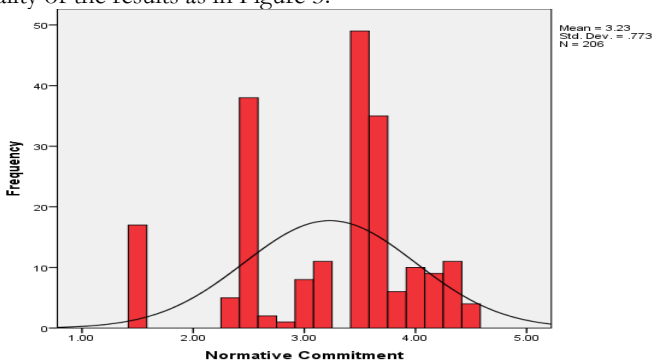
Figure 4.2 Histogram for Normative Commitment

The results in Figure 3 show an overall moderate mean = 3.23 which indicates that the respondents indicated that their normative commitment was moderate or fair. With the low standard deviation (0.773) and the curve in the figure showing normality, it can be stated the results on normative commitment were normally distributed. Thus, the data on normative commitment could be subjected to linear correlation and regression and appropriate results obtained.

Leadership Styles

The leadership styles (independent variable) were conceived in terms of democratic, autocratic and laissez-faire. The results on the same variables follow here under with descriptive results for each of them presented and finally inferential analysis involving hierarchical analysis.

Democratic Leadership Style

Democratic leadership was studied as the first component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.5 Descriptive Results for Democratic Leadership Style

Democratic Leadership Style	SD	D	NS	A	SA	Mean	STD
My head teacher encourages work group members to express ideas/suggestions	0 (0.0%)	24 (11.7%)	73 (35.4%)	104 (50.5%)	5 (2.4%)	3.44	0.42
My head teacher listens receptively to subordinates' ideas and suggestions	0 (0.0%)	55 (26.7%)	62 (30.1%)	56 (27.2%)	33 (16.0%)	3.33	0.21
My head teacher uses my work group's suggestions to make decisions that affect us	17 (8.3%)	23 (11.2%)	61 (29.6%)	88 (42.7%)	17 (8.3%)	3.32	0.33
My head teacher gives all work group members a chance to voice their opinions	1 (0.5%)	59 (28.6%)	75 (36.4%)	59 (28.6%)	12 (5.8%)	3.11	0.40
My head teacher considers my work group's ideas even when he/ she disagrees with them	22 (10.7%)	15 (7.3%)	105 (51.0%)	64 (31.1%)	-	3.02	0.27
My head teacher takes decisions that are based only on his/her own ideas	43 (20.9%)	51 (24.8%)	107 (51.9%)	5 (2.4%)	-	3.15	0.36
My head teacher consults with subordinates when facing a problem	44 (21.4%)	56 (27.2%)	86 (41.7%)	20 (9.7%)	-	3.40	0.29
My head teacher asks for suggestions from subordinates concerning how to carry out assignments	22 (10.7%)	85 (41.3%)	69 (33.5%)	30 (14.6%)	-	3.52	0.29
My head teacher asks for suggestions on what assignments should be given	0 (0.0%)	0 (0.0%)	72 (34.9%)	110 (53.4%)	24 (11.7%)	3.77	0.31
The head teacher makes every member of staff	0 (0.0%)	22 (10.7%)	65 (31.6%)	99 (48.1%)	20 (9.7%)	3.57	0.24

equitably involved in the activities of the school						
The head teacher encourages staff members to participate in problem solving matters in the school	0 (0.0%)	36 (17.5	59 (28.6%)	97 (47.1%)	14 (6.8%)	3.43	0.38
The head teacher promotes open and honest self-expression in the school	0 (0.0%)	22 (10.7%)	68 (33.0%)	89 (43.2%)	27 (13.1%)	3.59	0.35
The head teacher involves staff members in different administrative activities	0 (0.0%)	22 (10.7%)	23 (11.2%)	136 (66.0%)	25 (12.1%)	3.80	0.38

The results in Table 4.5 on whether head teachers encouraged work group members to express ideas/suggestions showed that cumulatively, the larger percentage (52.9%) of the teachers agreed while 35.4% moderately agreed and 11.7% disagreed. The average mean = 3.44 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, head teachers encouraged work group members to express ideas/suggestions. Concerning whether head teachers listened receptively to subordinates' ideas and suggestions, cumulatively the larger percentage (43.2%) of the teachers agreed while 30.1% moderately agreed and 26.7% disagreed. The average mean = 3.33 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that fairly, head teachers listened receptively to subordinates' ideas and suggestions.

As to whether head teachers used work groups suggestions to make decisions that affected teachers, cumulatively the larger percentage (51.0%) of the teachers agreed while 29.6% moderately agreed and 19.4% disagreed. The average mean = 3.32 close to code 3 meant that the teachers indicated fairly, head teachers used work groups suggestions to make decisions that affected teachers. About head teachers giving all work group members a chance to voice their opinions, cumulatively the larger percentage (36.4%) of the teachers moderately agreed while 34.4% agreed and 29.1% disagreed. The average mean = 3.11 close to code 3 meant that the teachers concurred that fairly, head teachers giving all work group members a chance to voice their opinions.

With respect to whether head teachers considered teachers work groups' ideas even when they disagreed with them, cumulatively the larger percentage (51.0%) of the teachers moderately agreed while 31.1% agreed and 18.0% disagreed. The average mean = 3.02 close to code 3 meant that the teachers revealed that fairly, head teachers considered teachers work groups' ideas even when they disagreed with them. As to whether head teacher took decisions that were based only on their own ideas, cumulatively the larger percentage (51.9%) of the teachers moderately agreed while 45.7% disagreed and only 2.4% disagreed. The average mean=

3.15 close to code 3 meant that the teachers indicated that fairly, head teacher took decisions that were based only on their own ideas.

Regarding whether head teachers consulted with subordinates when facing problems, cumulatively the larger percentage (48.6%) of the teachers disagreed while 41.7% moderately agreed and 9.7% disagreed. The average mean = 3.40 close to code 3 meant that the teachers indicated that fairly, head teachers consulted with subordinates when facing problems. With respect to whether head teachers asked for suggestions from subordinates concerning how to carry out assignments, cumulatively the majority percentage (52.0%) of the teachers disagreed while 33.5% moderately agreed and 14.6% disagreed. The high mean = 3.52 close to code 4 suggested that head teachers asked for suggestions from subordinates concerning how to carry out assignments.

About head teachers asking for suggestions on what assignments should be given, cumulatively the majority percentage (64.1%) of the teachers agreed with 34.9% disagreed. The high mean = 3.77 close to code 4 suggested that head teachers asking for suggestions on what assignments should be given. With regard to whether head teachers made every member of staff equitably involved in the activities of the school, cumulatively the larger percentage (57.8%) of the teachers agreed while 31.6% moderately agreed and 10.7% disagreed. The high mean = 3.57 close to code 4 suggested that head teachers made every member of staff equitably involved in the activities of the school. Regarding whether head teachers encouraged staff members to participate in problem solving matters in the school, cumulatively the larger percentage (53.9%) of the teachers agreed while 28.6% moderately agreed and 17.5% disagreed. The average mean = 3.43 close to code 3 meant that the teachers indicated that fairly, head teacher encouraged staff members to participate in problem solving matters in the schools. About whether the head teachers promoted open and honest self-expression in the schools, cumulatively the larger percentage (56.3%) of the teachers agreed while 33.0% moderately agreed and 10.7% disagreed. The high mean = 3.59 close to code 4 revealed that head teachers promoted open and honest self-expression in the schools. As to whether head teachers involved staff members in different administrative activities, cumulatively the majority percentage (78.1%) of the teachers agreed while 11.2% moderately agreed and 10.7% disagreed. The high mean = 3.80 close to code 4 implied that head teachers involved staff members in different administrative activities. To find out if results on democratic leadership style were normally distributed and an average index for the thirteen items measuring democratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.5.
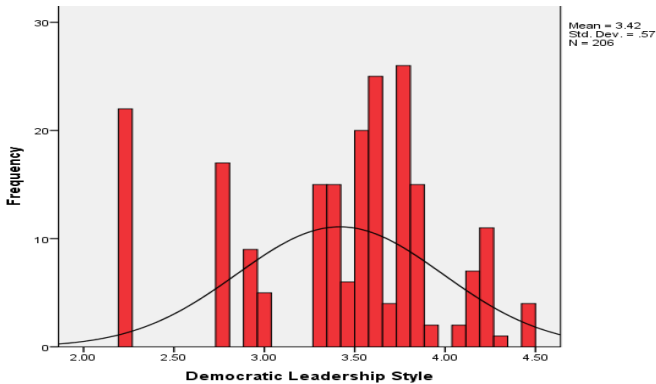
Figure 4.3: Histogram for Democratic Leadership Style

The results in Figure 4.5 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of democratic leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on democratic leadership style were normally distributed. Therefore, the data on democratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Autocratic Leadership Style

Autocratic leadership was studied as the second component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.6 Descriptive Results for Autocratic Leadership Style

Autocratic Leadership Style	SD	D	NS	A	SA	Mean	STD
My head teacher makes me understand what is expected of them	0 (0.0%)	12 (5.8%)	74 (35.9%)	117 (56.8%)	3 (1.5%)	3.54	0.20
My head teacher lets teachers know about what needs to be done	0 (0.0%)	0 (0.0%)	83 (40.3%)	120 (58.3%)	3 (1.5%)	3.61	0.33
My head teacher makes teachers know how a role should be performed	0 (0.0%)	17 (8.3%)	52 (25.2%)	136 (66.0%)	1 (0.5%)	3.59	0.34
My head teacher lets subordinates know the level of performance he/ she expects from them	0 (0.0%)	8 (3.9%)	56 (27.2%)	90 (43.7%)	52 (25.2%)	3.90	0.33
My head teacher sets goals for subordinates to achieve	0 (0.0%)	0 (0.0%)	47 (22.8%)	130 (63.1%)	29 (14.1%)	3.91	0.41
My head teacher tracks and monitors mistakes of teachers	0 (0.0%)	0 (0.0%)	21 (10.2%)	174 (84.5%)	11 (5.3%)	3.95	0.36
My head teacher enforces rules strictly	0 (0.0%)	0 (0.0%)	95 (46.1%)	30 (14.6%)	81 (39.3%)	3.93	0.32
My head teacher searches for my mistakes	43 (20.9%)	0 (0.0%)	22 (10.7%)	138 (67.0%)	3 (1.5%)	3.28	0.29
My head teacher resists expression of views of other staff	42 (20.4%)	1 (0.5%)	7 (3.4%)	135 (65.5%)	21 (10.2%)	3.45	0.37

My head teacher sets standards for us to follow while carrying out work	0 (0.0%)	0 (0.0%)	50 (24.3%)	95 (46.1%)	61 (29.6%)	4.05	0.34
My head teacher establishes work agreements to help us accomplish our assignments	0 (0.0%)	0 (0.0%)	71 (34.5%)	79 (38.3%)	56 (27.2%)	3.93	0.26

The results in Table 4.6 reveal that teachers feel that their headteachers make them understand what is expected of them. The large percentage (58.3%) of the teachers agreed while 35.9% moderately agreed and 5.8% disagreed. The average mean = 3.54 close to code 3 which on the scale used corresponded with agreed implied that head teachers made teachers understand what was expected of them. Regarding whether head teachers let teachers know about what needed to be done, cumulatively the larger percentage (59.8%) of the teachers agreed while 40.3% moderately agreed. The average mean = 3.61 close to code 4 which on the scale used corresponded with agreed meant that head teachers let teachers know about what needed to be done.

With respect to whether head teachers made teachers know how role should be performed, cumulatively the majority percentage (66.5%) of the teachers agreed while 25.2% moderately agreed and 8.3% disagreed. The average mean = 3.59 close to code 4 which on the scale used corresponded with agreed suggested that head teachers made teachers know how role should be performed. Regarding whether head teachers let subordinates know the level of performance expected from them, cumulatively the majority percentage (68.9%) of the teachers agreed while 27.2% moderately agreed and 3.9% disagreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed implied that head teachers let subordinates know the level of performance expected from them.

As to whether head teacher set goals for subordinates to achieve, cumulatively the majority percentage (77.2%) of the teachers agreed while 22.8% moderately agreed. The high mean = 3.90 close to code 4 which on the scale used corresponded with agreed meant that head teacher set goals for subordinates to achieve. As regards whether head teachers tracked and monitored mistakes of teachers, cumulatively the majority percentage (89.8%) of the teachers agreed and 10.2% moderately agreed. The high mean = 3.95 close to code 4 which on the scale used corresponded with agreed meant that head teachers tracked and monitored mistakes of teachers.

With respect to whether head teachers enforced rules strictly, cumulatively the majority percentage (53.9%) of the teachers agreed and 46.1% moderately agreed. The high mean = 3.93 close to code 4 which on the scale used corresponded with agreed suggested that head teachers enforced rules strictly. Regarding whether head teacher searched for my mistakes, cumulatively the majority percentage (68.5%) of the teachers agreed while 10.7% moderately agreed and 20.9% strongly disagreed. The average mean = 3.28 close to code 4 which on the scale used corresponded with moderately suggested that fairly, head teacher searched for my mistakes.

About whether head teachers resisting expression of views of other staff, cumulatively the majority percentage (75.7%) of the teachers agreed while 20.9% disagreed and 3.4% moderately agreed. The average mean = 3.45 close to code 3 which on the scale used corresponded with moderately implied that fairly, head teachers resisting expression of views of other staff. As to whether head teacher set standards for teachers to follow while carrying out work, cumulatively the majority percentage (75.7%) of the teachers agreed while 24.3% moderately agreed. The average mean = 4.05 close to code 4 head teacher set standards for teachers to follow while carrying out work.

With regards to whether head teachers established work agreements to help us accomplish their assignments, cumulatively the larger percentage (65.5%) of the teachers agreed with 34.5% moderately agreeing. The average mean = 3.93 close to code 4 suggested that head teachers established work agreements to help us accomplish their assignments. To ascertain if results on autocratic leadership style were normally distributed and an average index for the 11 items measuring autocratic leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.6.

Figure 4.4 Histogram for Autocratic Leadership Style

The results in Figure 4.6 show an overall high mean = 3.74 which indicate that the respondents indicated their head teachers were autocratic leadership. Nevertheless, with the low standard deviation (0.376) and the curve in the figure showing normality, it can be stated the results on autocratic leadership style were normally distributed. Therefore, the data on autocratic leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Laissez Faire Leadership Style: Laissez faire leadership was studied as the third component of leadership styles. The results on the same that are descriptive statics followed by qualitative explanations follow.

Table 4.7 Descriptive Results for Laissez Faire Leadership Style

Laissez faire Leadership Style	SD	D	MO	A	SA	Mean	STD
My head teacher rarely takes action	45 (21.8%)	41 (19.9%)	83 (40.3%)	37 (18.0%)	-	2.54	0.36
My head teacher avoids deciding	65 (31.6%)	26 (12.6%)	41 (19.9%)	74 (35.9%)	-	2.60	0.33
My head teacher reacts to problems only if serious	29 (14.1%)	79 (38.3%)	68 (33.0%)	16 (7.8%)	14 (6.8%)	2.55	0.29
My head teacher reacts to problems, only if chronic	31 (15.0%)	61 (29.6%)	41 (19.9%)	71 (34.5%)	2 (1.0%)	2.77	0.28
My head teacher reacts to failure	24 (11.7%)	14 (6.8%)	55 (26.7%)	77 (37.4%)	36 (17.5%)	3.42	0.35
My head teacher delays to respond to situations	13 (6.3%)	71 (34.5%)	41 (19.9%)	67 (32.5%)	14 (6.8%)	2.99	0.27
If not broken do not fix is the approach my head teacher employs	1 (0.5%)	30 (14.6%)	54 (26.2%)	117 (56.8%)	4 (1.9%)	3.45	0.37

The results in Table 4.7 on head teachers rarely took action showed that cumulatively, the larger percentage (41.7%) of the teachers disagreed while 40.3% moderately agreed and 18.0% agreed. The just below average mean = 2.54 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated that to a lesser extent head teachers rarely took action. Concerning whether head teachers avoided deciding, cumulatively the larger percentage (44.2%) of the teachers disagreed while 35.9% agreed and 19.9% disagreed. The just below average mean = 2.60 close to code 3 which on the scale used corresponded with moderately agreed implied that the teachers indicated to a lesser extent head teachers avoided deciding.

As to whether head teachers reacted to problems only if serious, cumulatively the larger percentage (52.4%) of the teachers disagreed while 33.0% moderately agreed and 14.6% agreed. The just below average mean = 2.55 close to code 3 meant that to a lesser extent head teachers reacted to problems only if serious. About head teacher reacted to problems only if chronic, cumulatively the larger percentage (44.6%) of the teachers disagreed while 36.5% agreed and 19.9% moderately agreed. The average mean = 3.42 close to code 3 meant that the teachers concurred that fairly, head teacher reacted to problems only if chronic.

With respect to whether head teacher reacted to failure, cumulatively the larger percentage (54.9%) of the teachers agreed while 26.7% moderately agreed and 18.5% disagreed. The average mean = 3.42 close to code 3 meant that the teachers revealed that fairly, head teacher reacted to failure. As to whether head teachers delayed to respond to situations, cumulatively the larger percentage (40.9%) of the teachers disagreed while 37.4% agreed and 19.9% moderately agreed. The just below average mean = 2.99 close to code 3 meant that to a lesser extent head teachers delayed to respond to situations. Regarding whether if not broken do not fix was the approach head teachers employed, cumulatively the larger percentage (58.7%) of the teachers

agreed while 26.2% moderately agreed and 15.1% disagreed. The average mean = 3.45 close to code 3 meant that the teachers indicated that fairly, if not broken do not fix was the approach head teachers employed. To find out if results on laissez faire leadership style were normally distributed and an average index for the seven items measuring laissez faire leadership style was calculated. A histogram drawn from the same showed the normality of the results as in Figure 4.6.
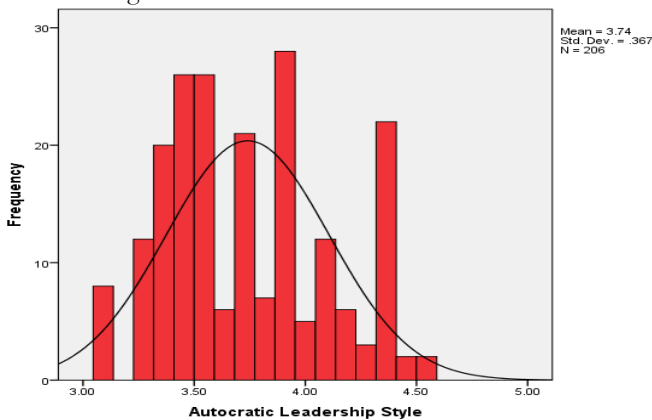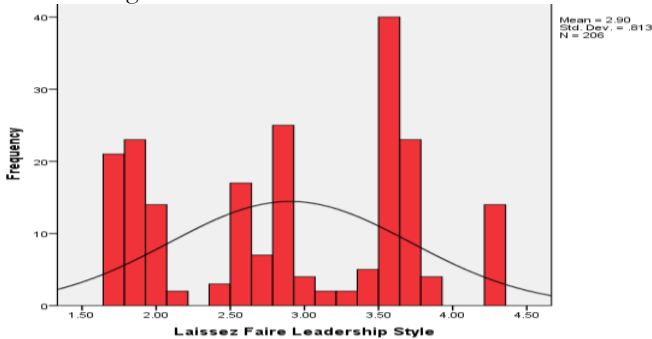

Figure 4.5 Histogram for Laissez Faire Leadership Style

The results in Figure 4.6 show an overall average mean = 3.42 which indicates that the respondents indicated their head teachers use of laissez faire leadership style was moderate or fair. Nonetheless, with the low standard deviation (0.57) and the curve in the figure showing normality, it can be stated the results on laissez faire leadership style were normally distributed. Therefore, the data on laissez faire leadership style could be subjected to linear correlation and regression and appropriate results obtained.

Inferential Analyses: To establish whether there was a relationship between head teachers leadership styles and commitment of teachers, inferential analyses namely; correlation and regression were carried out respectively and results are presented here under.

Correlation of Head Teachers Leadership Styles and Commitment of Teachers: To establish whether head teachers' leadership styles aspects namely; democratic, autocratic and laissez-faire related to commitment of teachers, correlation analysis. The results were as given in Table 4.8.

Table 4.1 Correlation Matrix for Head Teachers Leadership Styles and Commitment of Teachers

	Commitment of Teachers	Democratic Leadership Style	Autocratic Leadership Style	Laissez Faire Leadership Style
Commitment of Teachers	1			
Democratic Leadership Style	0.206** 0.003	1		
Autocratic Leadership Style	0.600** 0.000	-0.328** 0.000	1	
Laissez Faire Leadership Style	0.356** 0.000	-0.120 0.086	0.124 0.075	1

**. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.8 suggest that all the components of leadership styles namely; democratic (r = 0.206, p = 0.003 < 0.05); autocratic (r = 0.600, p = 0.000 < 0.05) and laissez faire (r = 0.356, p = 0.000 < 0.05) had a positive and significant relationship with commitment of teachers. This means that the hypotheses (H₁-H₃) were supported. However, hypothesis Two (H₂) and Three (H₃) was more significant showing a strong relationship between headteachers' leadership style and teachers' commitment.

Regression Model for Leadership Styles and Commitment of Teachers in Secondary Schools: At the confirmatory level, to establish whether leadership styles namely; democratic, autocratic and laissez-faire predicted to commitment of teachers, a regression analysis was carried out. The results were as in Table 4.9.

Table 4.2 Regression of Commitment of Teachers and Leadership Styles

Leadership Styles	Standardised Coefficients Beta (β)	Significance (p)
Democratic	0.481	0.000
Autocratic	0.718	0.000
Laissez-faire	0.324	0.000
Adjusted R² = 0.641		
F = 122.765, p = 0.000		

Dependent Variable: Commitment of Teachers: The results in Table 4.11 show that the components of leadership styles namely; democratic, autocratic and laissez-faire explained 64.1% of the variation in commitment of teachers (adjusted R^2 = 0.641). This means that 35.9% of the variation was accounted for by other factors not considered under this model. All the components of leadership styles namely democratic (β = 0.481, p = 0.000 < 0.05), autocratic (β = 0.718, p = 0.000 < 0.05) and laissez-faire (β = 0.324, p = 0.000 < 0.05) had a positive and significant influence on commitment of teachers. This means that all the hypotheses (H₁.H₃) were supported. The magnitudes of the respective betas suggested that autocratic leadership style was a highly significant predictor of commitment of teachers while democratic was moderate and laissez-faire weakly significant.

Discussion, Conclusions and Recommendations

This section of the study discusses the findings on the relationship between head teachers' leadership styles and commitment of teachers established during the investigations of the study. The discussion is presented following the order of the study objectives.

Objective One: To find out the relationship between head teachers democratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality:

The first objective of the study sought to find out the relationship between head teachers democratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the first hypothesis (H1) tested if there is a significant relationship between head teachers' democratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was supported. This finding is consistent with the

findings of previous scholars. For instance, Angelis et al. (2010) reported that democratic leadership had a significant positive relationship with employee commitment. Relatedly, Appelbaum et al. (2013) indicated employee participation in decision making led to employee commitment. Also, Relatedly, Banjarnahor et al. (2018) revealed that participatory leadership style had a significant positive effect on and organization commitment. Similarly, Bhatti et al. (2019) indicated existence of a positive significant relationship between democratic leadership and continuance commitment.

Consistent with the fining of the study, Bell and Mjoli (2014) also reported that democratic leadership positively and significantly affected total organizational commitment of employees. In the same vein, Lyndon and Rawat (2015) found a positive linkage between leadership styles and organisational commitment. Also, Rai et al. (2020) revealed that the democratic leadership style of managers had a significant positive impact on organisational commitment. On the contrary, Elele and Fields (2010) revealed that with Nigerian employees, both actual levels of participation and actual against desired participation were related to affective and normative commitment. Nonetheless, neither measure of participation was related to continuance commitment. For Americans, only actual against desired levels of participation were positively related with affective and normative organisational commitment.

For both Nigerian and American employees, actual levels of democratic leadership style of institutional administrators was negatively related to continuance commitment. This meant democratic leadership had variations in the way it affected commitment of employees in terms of affective, continuance and normative commitment. On their part, Henkin and Holliman (2008) reported that democratic leadership style marginally related to commitment. Nevertheless, with most scholars consistent with the finding of the study, it can be inferred that democratic leadership style has a positive and significant relationship with commitment of teachers.

Objective Two: To establish the relationship between head teachers' autocratic leadership style and commitment of teachers among secondary schools in Bushenyi-Ishaka Municipality.

The second objective of the study sought to establish the relationship between head teachers' autocratic leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the third hypothesis (H2) was to the effect that there is a significant relationship between head teachers' autocratic leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted. This finding concurred with the findings of a number of previous scholars. For example, Banjarnahor et al. (2018) found out that the autocratic leadership style had a significant positive effect on organisational commitment of the principals. Also, Garg and Ramjee (2013) indicated that autocratic leadership

behaviours had a positive relationship with normative commitment. Relatedly, Mahdi et al. (2014) found out that directive leadership behaviours had a positive significant effect on organisational commitment.

Further, concurring with the finding of the study, Öztekin et al. (2015) established that paternalistic (autocratic) leadership had a positive significant relationship with organisational commitment. Also, Silva et al. (2019) revealed existence of a positive relationship between the autocratic leadership (task-oriented style) and the normative commitment although with not the other aspects. Nevertheless, the finding was contrary to Amini et al. (2019) who reported that autocratic leadership led to a very least increase on commitment of the workers. On the other hand, Abasilim et al. (2019) revealed that autocratic leadership had a negative and insignificant relationship with commitment of employees. Also, Çokluk and Yılmaz (2010) reported that autocratic leadership of school administrators had a moderate negative association with organisational commitment. The discussion above generally suggests that largely, autocratic leadership style positively related to commitment of teachers. This is because the higher number of previous scholars concurred with the finding of the study.

Objective Three: To determine the relationship between head teachers' laissez-faire leadership style and commitment of teachers in Bushenyi-Ishaka Municipality.

The third objective of the study sought to determine the relationship between head teachers' laissez-faire leadership style and commitment of teachers in Bushenyi-Ishaka Municipality. Therefore, the third hypothesis (H3) was to the effect that is a significant relationship between head teachers' laissez-faire leadership style and commitment of teachers. Regression analysis revealed that the hypothesis was accepted although the relationship was weak. This finding agrees with the finding by Amini et al. (2019) that laissez-faire leadership contributed very least increase on commitment of the workers. Also, the finding agrees with Biza and Irbo (2020) who revealed existence of a significant and positive correlation between laissez-faire leadership style and continuance commitment. Nonetheless, the finding was in disagreement with the findings of most previous scholars. Abasilim et al. (2019) indicated that laissez-faire leadership style had a positive but insignificant relationship with employees' commitment.

In relation to the above, Al-Daibat (2017) reported that the laissez-faire leadership style had a negative and insignificant effect on organisational commitment. Further, Bučiūnienė and Škudienė (2008) established that laissez-faire leadership style was negatively associated with employees' affective commitment. Also, in disagreement with the finding of the study, Garg and Ramjee (2013) reported that laissez-faire had a negative weak correlation with all the commitment aspects of affective commitment, continuance and normative. Further, Silva and Mendis (2017) revealed that laissez-faire leadership had a negative and weak significant correlation with

organisational commitment. Overall, the discussion above shows that largely previous scholars did not concur with the finding of the study. Although weak showed that there was a positive significant relationship with commitment of teachers. However, with the relationship being weak, it can be surmised that laissez-faire leadership weakly relates to commitment of teachers.

Conclusion

The discussion above, led to the drawing of following conclusions with respect to head teachers' leadership styles and commitment of teachers;

The democratic leadership style is imperative for commitment of teachers. This is so is head teachers always ask for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. In addition, democratic leadership style is imperative for commitment of teachers if head teachers promote open and honest self-expression in the school, and involve staff members in different administrative activities.

The autocratic leadership style is a pre-requisite for commitment of teachers. This especially when head teachers make teachers understand what is expected of them, lets teachers know about what needs to be done, makes them know how a role should be performed, let them know the level of performance expected from them, and sets goals for them to achieve. Further, autocratic leadership style is a pre-requisite for commitment of teachers when the head teacher track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while carrying out work, and established work agreements to help teachers accomplish our assignments.

Laissez-faire is not a substantially leadership style for commitment of teachers. This is especially when the head teacher rarely takes action, avoids deciding reacts to problems only if serious, reacts to problems only if chronic, and delays to respond to situations.

Recommendations

The conclusions above lead to the suggesting of following recommendations with respect to head teachers' leadership styles and commitment of teachers;

Head teachers should make effort to employ the democratic leadership style to promote for commitment of teachers. This should involve head teachers always asking for suggestions from subordinates concerning how to carry out assignments, ask for suggestions on what assignments should be given and make every member of staff equitably involved in the activities of the school. Further, head teachers have to promote open and honest self-expression in the school, and involve staff members in different administrative activities.

Head teachers should also use autocratic leadership style to promote commitment of teachers. This should involve making teachers understand what is expected of them, letting teachers know about what needs to be done, making them know how a role should be performed, letting them know the level of performance expected from them, and setting goals for them to achieve. Also, head teachers should track and monitor mistakes of teachers, enforce rules strictly, set standards for teachers to follow while carrying out work, and establish work agreements to help teachers accomplish our assignments.

Head teachers should give limited emphasis to use of laissez-faire leadership style to promote commitment of teachers. Head teacher should avoid rarely taking action, avoiding deciding, reacting to problems only if serious, reacting to problems only if chronic, and delaying to respond to situations.

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CULTURAL NORMS AND PRACTICES AFFECTING GIRLS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN RWANDA: A CASE STUDY OF NYANZA DISTRICT

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Abstract

Since 2002, effective progress has been made to booster girls' enrolment in schools. However, a big number of girls worldwide remains out of school due to cultural norms and practices. This paper examined the influence of cultural norms and practices on girls' academic performance in Rwandan secondary schools specifically in Nyanza district. In order to achieve the expected objectives, the current paper gathered data using interview guides, questionnaires and documentation. A descriptive research design has been used. Quantitative data was presented, analyzed and interpreted using the Statistical Package for Social Sciences (SPSS). Qualitative data was presented and analyzed in form of extracts, explanations and interpretations. In addition this study was guided by the cultural deficit theory. Although previous studies revealed that girl's education plays a great role in the country's development, the findings of the current paper evidenced that early marriage, gender disparity, domestic duties, girls' pregnancies, child labor and hawking are cultural norms and practices affecting girl's education and cause them to perform poorly in Rwandan secondary schools. Finally, this paper recommended that all stakeholders of the education sector work hand in hand to overcome cultural norms and practices affecting girls' education.

Keywords: *culture, cultural norms and practices, academic performance, Rwanda, nyanza*

Education has an important significance in the development of an individual. Education facilitates the economic growth by reducing the poverty. Ibuka (2011) states that education is the drive of the development that provides the citizens with the shape and the structure.

Education is also the highest block for development building and it is the first investment that all societies are advised to foster.

Secondary education for both boys and girls is considered as an important step in the education sector as it is the key to the higher education and it open the path which is channeled toward the labor market opportunities.

Even though education is the powerful weapon to combat the poverty, the secondary education is still a dilemma in sub-Saharan countries including Rwanda because of the extreme poverty as well as the cultural norms and practices which hinder girls at the extreme extent to pursuit and perform well in the secondary schools. Kofi (2001) said "To educate a girl is to reduce the poverty". Even if it is necessary for any country which wants to develop to educate its girls and women, the cultural norms and

practices create the inequality in terms of the access to education and differences in secondary education performance.

Girls' education has been left behind all over the world. Education has been considered as the product of boys restricted for girls due to different causes. DFID (2005) reports that 58 million girls are not at school and those few who are at school are not performing well because of gender disparity resulted in their cultural beliefs. Some African families favor boys' education over girls' education because of their beliefs that the inferior role of a girl and women within the community does not require much education, furthermore, other families think that once a girl is educated, the benefits of her education will be benefited by the parents of the son-in- low once she is married (Johnson, 2011).

In many societies girls have been given the second position to their brothers. Education has been considered as it is not important for girls. The cultural norms and practices play the role in the inequality between boys and girls, these practices influence many families to favor boys over girls for the entrance to the secondary school especially when the education is not free. Girls are denied the chance to enter secondary schools because of the cultural beliefs that education of a boy is more important because the boy will be the future leader of the community and the nation as well as the head of the family (David, 1993).

Therefore, girls' education has been the most discussed subject for the past decades in developed countries and in many developing countries many of which are situated in sub Saharan Africa.

Firstly, Gitonga (2009) conducted a study in Nyahururu Division in Laikipia District in Kenya to identify factors hindering girls' participation within secondary education. The findings indicated that family, cultural factors and school related factors hinder girls from performing well in secondary education. Secondary, Uwimana, (2012) conducted a research whose title is Socio- Cultural and Economic Factors on Access to Higher Education among Females in Rwanda, a Case Study of Rwanda, Nyagatare Campus. She found that lack of parental supports, early marriage and cultural responsibilities attributed to girls affect their education. Thirdly, Nyarusu (2013) examined negative effects affecting the academic performance of girls in Tanzania, precisely in Mbeya City. The findings indicated that the socio- cultural norms and practices are the big effects affecting girls' academic performance. Morever, Simatwa and Atieno (2014) analyzed the effects of cultural norms and practices on girls' academic performance within secondary schools of Kisumu District of Kenya. They realized that cultural norms and practices affect girl students' academic performance in secondary schools of Kenya. Lastly, Mohamed et. al. (2017) conducted a study intended to identify the influence of socio-cultural norms and practices on girl child participation in secondary schools in Gorowe Puntland. They found that girls are not performing

well in secondary schools because of the excessive absenteeism caused by being forced by their parents to marry early so that they can gain the dowries.

Since 2002, effective process has been made to booster girls' enrolment in schools. However, UNESCO (2022) reports that estimated 129 million girls worldwide remain out of the school due to cultural norms and practices. The results of secondary examinations of 2017 indicate that girls' academic performance has increased because they performed at 51.9% and boys performed at 48.1%. Even if girls have the high performance, boys are still dominating girls on the list of best performers in all sections of secondary education (Athan, 2020). The national examination result of 2018 also indicates that girls outperformed their brothers with 52.14%. Like it was in 2017, the result of 2018 highlighted that even if girls have outnumbered their brothers, still the boys have a big number among the best performers because among of them the was no girls (Athan, 2020). The situation like this one indicates that there are still challenges that affects girls' academic performance that need to be researched on.

The previous studies indicates that girls' academic performance is affected by cultural norms and practices. However, the previous studies contain different gaps that must be bridged by the current research activity. On the first hand, the methodological data collection strategies, the sample size, designs as well as the study approaches used are not totally accurate. Secondary, the settings in which those researches were conducted was not like the setting in which the current study was conducted; even the time setting of the previous studies is not comfortable with the 2023 situation. Thirdly, in Rwanda there is no enough researches about cultural norms and practices affecting girls' academic performance. Because of this situation it is not easy to find the literature about cultural norms and practices affecting girls' academic performance in secondary schools. Lastly the previous studies put much emphasize on tertiary as well as on primary education and forget girls' academic performance in secondary schools

Therefore, this paper is valid as it analyzed the influence of the cultural norms and practices on girls' academic performance in secondary schools of Rwanda, precisely in Nyanza district.

Conceptual Framework

In order to understand the study findings, a conceptual framework has been developed to guide the study objective as it is indicated in the below figure.

Independent variables	Dependent variables

Cultural practices
-Early marriage
-Gender disparity
-Domestic duties
-Child labor and hawking
-Early girls' pregnancy

Girls' academic performance
-Decreased academic performance
-High dropout rate
-Excessive absenteeism

Intervening variables
-Government policy on girls' education
-Unequal power relations for girls and boys
-Schools unconducive environment
-Long distance and poor means of transport
-Negative attitude towards girls' education

This figure indicates different variables that can nave negative or positive effects on academic performance of girls in secondary schools in Rwanda such as early marriage, gender disparity, domestic duties, child labor and hawking and early girls' pregnancy. These variables have direct effects on girls' academic performance especially in secondary schools. The same figure shows other extraneous variables which are indirectly linked to the academic performance of girls in the secondary schools, these variables are like: government policy on girls' education, unequal power relations for girls and boys, schools' environment, long distance and poor means of transport and negative attitude towards girls' education.

Research Methodology and Theoretical Framework

The objectives of this paper are to examine the cultural norms and practices practiced by girls of secondary school age group, to assess the academic performance of girls in secondary schools and to establish a relationship between cultural norms and practices and girls' academic performance in secondary schools in Rwanda. In order to achieve these objectives, the current paper gathered data using interview guides, questionnaires as well as document analysis. A descriptive research design has been used. Quantitative data was analyzed by the use of the Statistical Package for Social Sciences (SPSS), presented and interpreted utilizing descriptive tables and others for better analysis. Qualitative data was presented and analyzed in form of extracts, explanations and interpretations. The target population for the study was 1984 population comprised of students, teachers, deputy head teachers in charge of studies and school head teachers from College du Christ-Roi Nyanza, G.S. Mater Dei, G.S. Rwabicuma, G.S. Gatagara and G.S. Kigoma. The sample of 332 students was selected randomly. Key informants were 19 teachers, 5 deputy head teachers in charge of studies and 5 Head Teachers from Nyanza District sampled purposively.

In addition, primary data were collected using questionnaires and interview guides while secondary data were collected though reviewing the

past documents about cultural norms and practices and girls' academic performance. The questionnaires contained closed question while interviews contained the open-ended questions that helped the research to reach the paper.

On the other hand, documentation helped the researcher to be more informed about effects of cultural norms and practices on girls' academic performance.

Furthermore, the current paper was guided by the Cultural Deficit Theory. The pioneer of the Cultural Deficit Theory is Basil (1960). According to this theory, some students perform poorly in school because social and cultural nature of the home environment that does not prepare them for the work they are required to do in school. This theory is based on a perspective that minority group members are different because their culture is deficient in important ways from the dominant majority group. The Cultural Deficit Theory have two mains pillars which are the following:

The first pillar of the Cultural Deficit Theory argues that students who are not favored by the cultural believes are disadvantage compared to students favored by the cultural believes. The disadvantages the students face are anything from lack of supplies to lack of exposure and participation. This pillar has helped the researcher to examine the cultural norms and practices practiced by girls of secondary school age group. The second pillar of the same theory proposes that deficiencies in the home environment result in shortcomings in skills, knowledge, and behaviors that contribute to poor school performance. This pillar has helped us to assess the academic performance of girls in secondary schools of Nyanza District and to establish a relationship between cultural norms and practices and girls' academic performance in secondary schools in Rwanda.

Examination of the Cultural norms and Practices Practiced by Girls of Secondary School Age Group in Rwanda

Table 1 Cultural norms and practices practiced by girls of secondary school age group in Rwanda

Statement	SD		D		UC		A		SA		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Early marriage is the cause of dropout amongst the girls in secondary schools	0	0.0	19	5.8	17	5.0	73	22.0	223	67.2	332	4.5	.8
Gender disparity is causing poor school attendance amongst girls	72	21.8	16	4.7	52	15.7	68	20.5	124	37.3	332	3.5	1.5
Domestic duties decrease girls' commitment towards the school activities.	36	10.8	47	14.2	128	38.6	55	16.5	66	19.9	332	3.2	1.2
Child labor and hawking affects girls' participation in the school activities	11	3.2	59	17.9	44	13.3	84	25.3	134	40.3	32	3.8	1.2
Early girls' pregnancy is the cause of girls' dropout	69	20.8	32	9.6	64	19.7	64	19.2	101	30.7	332	3.3	1.5

Source: Primary data, 2023

Table 1. shows that 223(67.2%) by the mean 4.5 strongly agreed that early marriage is the cause of dropout amongst the girls in secondary schools,

124 (37.3%) by the mean of 3.5 strongly agreed that gender disparity is causing poor school attendance amongst girls, 66 (19.9%) by the mean of 3.2 strongly agreed that domestic duties decrease girls' commitment to the school activities, 134 (40.3%) by the mean of 3.8 strongly agreed that child labor and hawking affects girls' participation in the school activities. Lastly 101 (30.7%) respondents by the mean of 3.3 strongly agreed that early girls' pregnancy is the cause of girls' dropout.

The present research concurs with the finding of Gitonga (2009) who conducted a study in Nyahururu Division in Kenya to identify factors influencing girl child participation in secondary education and contended that family, cultural factors and school related factors hinder girls from performing well in secondary education. It has been recommended that girls should gain the opportunity to quality education in order to exploit their talents for their own development as well as for the society development in general.

This paper has also collected qualitative data from teachers, deputy head teachers and teachers about cultural norms and practices that may have negative effects on girls' academic performance. In order to collect such data, this question has been posed to respondents. "What are cultural norms and practices that can affects girls' academic performance?" The following are some of answers that have been provided by respondents.

The cultural norms and practices that affects girls' academic performance in Rwanda are like early girls' marriage and pregnancy as well as difficulty domestic duties that are assigned to girls at their homes. When a girl is married at early age, it is very difficult for her to continue with her education. Additionally, when girls are assigned with different domestic duties, they can' get enough time to concentrate on school activities (Interviewee 1)

This answer indicates that the cultural norms that affects girls' academic performance are not only early girls' marriage and pregnancy but also domestic duties. These findings are not different from the findings MIGEPROF statistics that indicate that in 2017 more than 17000 young girls between sixteen and seventeen years old were early impregnated (Munezero, 2016). In addition, Beck (1999) says that even though, girls and boys are engaged in difficult work, girls are the one who are engaged in very dangerous duties like prostitution, bar waiters, baby sitters, hawking and so on. Another respondent provided the following answer:

The cultural norms and practices that affects girls' academic performance are many. In Rwanda, the one that affects girls' academic performance at the extent level is gender disparity. Even if much effort has been spent in enhancement of girls' education, still girls are facing the challenge of gender disparity resulted in their family believes.

There are some parents who favor boys' education over girls' because they consider girls' education useless (Interviewee 2).

This implies that gender disparity is one of cultural norms ant practices that affects girls' academic performance in Nyanza district in Rwanda. The findings of this paper don't differ from the findings of previous study. Johnson, (2011) highlights that some African families favor boys' education over girls' education because of their beliefs that the inferior role of a girl and women within the community does not require much education, furthermore, other families think that once a girl is educated, the benefits of her education will be benefited by the parents of the son-in- low once she is married.

Assessment of the Academic Performance of Girls in Secondary Schools in Nyanza District

The second objective sought to assess the girls' academic performance in secondary schools in Rwanda. The second objectives established grades obtained by girl's students in senior three examinations in the previous four years. It has been observed that, the general performances of girls in o' level national examinations are poor. According to REB (2017) in 2015 girl candidates passed at only 46% and the rest 54% failed, in 2016 only 49 % girls passed and 61% failed.

In general, the REB girls' results from 2015 – 2017 for Nyanza District were as follows.

Table 2 O' Level National Examination Results   from 2016-2019

Divisions	2016	2017	2018	2019
Division I	29	38	36	42
Division II	34	43	38	72
Division III	178	192	120	139
Division IV	218	300	289	410
Division VI	47	50	54	63
Division U	24	12	10	61

Source: REB results – 2016 – 2019

The girls' academic performance in o' level examinations in Nyanza District since 2016was analyzed as follows: The study established that a trend of girls in Division I in the four years was between29 to 42. By scrutinizing the results of individual schools, the researcher observed that in the year 2016, girls recorded a remarkable rise while others recorded a drop. Furthermore, the girls' performance in ordinary level national examinations in Rwanda was also compared to boys' by considering only four divisions from the first up to the fourth division.

Table 3 Mean Score of Girls versus Boys from 2017-2019 in Rwanda

Years	2017		2018		2019	
Division	Girls	Boys	Girls	Boys	Girls	Boys
I	1,489	3,874	1,489	3,874	1,489	3,874
II	2,939	7,003	2,939	7,003	2,939	7,003
III	8,155	16,928	8,155	16,928	8,155	16,928
IV	57,413	79,220	57,413	79,220	57,413	79,220
TOTAL	69,996	107,025	69,996	107,025	69,996	107,025

Source: MINEDUC results from 2017-2019

According to these results above, students were still performing poorly in their academic progress and more likely for girls' students. In education, the academic performance of students was considered as a key criterion to judge one's total potentiality and capability. As reflected in Table 3, it was indicated that the boys dominated girls in terms of academic performance. The table, also highlighted that girls were not able to reach even a high percentage rate in from Division I to Division III. In conclusion, the aforementioned results are related especially to harmful cultural norms and practices which are very dangerous to the girl's academic performance in secondary schools.

The researcher also analyzed girls' performance in advanced level national examinations in Nyanza District from 2015 to 2017 by compared to boys' by considering those who got between 73 and 30 marks.

Table 4 Mean Score of Girls versus Boys from 2017-2019 in A' level in Nyanza District

YEAR		SCORE		CANDIDATES	
	Sex	Marks (73-30)	%	Present	Registered
2017	F	1,788	12.10	3,947	6,583
	M	2,886	21.49	4,389	7,677
	T	2,674	17.18	8,336	4,260
2018	F	1,866	7.79	2,313	7,285
	M	6,908	14.67	3,434	8,902
	T	8,774	11.55	5,747	6,187
2019	F	,825	7.12	8,050	5,700
	M	2,785	12.23	6,166	5,331
	T	2,610	10.0	4,216	1,031
	F	1,825	7.12	7,840	5,723

Source: MINEDUC (2023)

The findings indicate that from 2017 to 2019 the performance of girls was not adequate compared to the boys'. While analyzing the advanced level national examination results, it has been found that girls fail in the subjects like sciences that require a tremendous concentration; the situation like this was found in all sampled schools especially in day schooling schools. This is associated with some cultural norms and practices and beliefs that assign girls with heavy domestic works in the society which hinder them from concentrating to school activities. The findings of the current study do not go far from pre-current researchers' findings. Hedges and Newel (2015) found that in science, boys outperform girls, but in reading and writing girls have the advantage.

After considering different documents indicating the academic performance and the answers gotten through the interview indicates that girls' academic performance is still not adequate considered to the one of their brothers. The situation is like that because girls of secondary school age group in Nyanza district face challenges like early marriage, gender disparity, domestic duties, child labor, hawking, early girls' pregnancy, unconducive environment, religion and sexism (Rollins & Thomas, 2009).

Assesment of the Relationship between Cultural Norms and Practices and Girls' Academic Performance within Secondary Schools in Nyanza District

The third objective assessed the relationship between cultural norms and practices practiced by girls of secondary school age group and girls' academic performance in secondary schools in Rwanda. The researcher examined whether cultural norms and practices affect girls' academic performance based on the answers provided by the respondents during the data collection.

Table 5 T**he relationship between cultural norms and practices and girls' academic performance in secondary schools in Nyanza District**

		Cultural norms and practices	Girls' academic performance
Cultural norms and practices	Pearson Correlation	1	.854**
	Sig. (2-tailed)		.000
	N	165	165
Girls' academic performance	Pearson Correlation	.854**	1
	Sig. (2-tailed)	.000	
	N	165	165
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data 2023

The Findings from the Table 5. indicate that there is a statistical significance relationship between cultural norms and practices and girls' academic performance in secondary schools in Nyanza District since the P-value = .000 which less than 0.01 as the level of significance and Pearson coefficient of correlation (r) is .854** which is very high. This also implies that cultural norms and practices affect girls' academic performance in secondary schools in Nyanza District.

Study findings did not contradict the results of the research carried out by Scheerens and Creemers, (2009) who found that cultural practices are correlated with performance of girls. In addition, the findings of this paper are in line with the study of Tshui & Cai, (2011) who found that cultural norms affect academic performance of girls.

Regression Analysis between Cultural Norms and Practices and Girls' Academic Performance in Secondary Schools in Nyanza District

This papar carried out a regression analysis for cultural norms and practices and girls' academic performance in secondary schools in Rwanda a case study of Nyanza District. The following table shows a regression analysis, through a summary of model, analysis of variance and regression coefficients.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.832ᵃ	.751	.741	.29306
a. Dependent Variable: Girls' academic performance				
b. Predictors: (Constant), Cultural norms and practices (early girls' pregnancy, early marriage, domestic duties, gender disparity, child labor and hawking).				

Source: Primary Data (2023)

The findings from Table 6. Shows that the value of Adjusted R Square is .741 an indication that 74.1% of the variation in girls' academic performance can be explained by one level of independent variables (early girls' pregnancy, early marriage, domestic duties, gender disparity, child labor and hawking). This implies that there is a strong relationship between cultural norms and practices and girls' academic performance.

Table 7 Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.523	4	.881	.845	.000ᵃ
	Residual	166.877	160	1.043		
	Total	170.400	164			
a. Dependent Variable: Girls' academic performance						
b. Predictors: (Constant), Cultural norms and practices						

Source: Primary Data (2023

The table 7 shows that the degrees of freedom are 3.523and 166.877, the F. Value equals .845 and the significance (P- Value) equals 0.00ᵃ. Therefore the model is significant because the significance (P- Value) is 0.000ᵃ which is less than alpha (.05). This implies that availability of cultural norms and practices effects girls' academic performance in secondary schools of Nyanza District.

Table 8 Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.713	.190		3.761	.000
Cultural norms and practices	.845	.040	.854	20.917	.000
a. Girls' academic performance					

Source: Primary Data, 2020

The findings in the above table indicates that the regression equation is (y = ax + b + ε) thus y: dependent variable as girls' academic performance, x: independent variable as cultural norms and practices. Therefore, y = .854x + .713 + ε. This slope is significant since the significance value is .000 which is less than .5. Despite. This implies that availability of cultural norms and practices effects girls' academic performance in secondary schools of Nyanza District.

After collecting quantitative data, this paper collected qualitative data from teachers, deputy head teachers and head teachers about effects of cultural norms and practices on girls' academic performance in Nyanza district in Rwanda. In order to collect such data, the researcher conducted interview with respondents in order to get vital information indispensable for the current paper. All of 29 (100%) respondents answered that cultural norms and practices affect negatively girls' academic performance in secondary schools of Nyanza district in Rwanda. They also noted that in order to increase girls' academic performance, the culture should support girls' academic performance. These findings don't contradict the finding s of the study conducted by Simatwa and Atieno (2014) who find that

cultural norms and practices affect girl students' academic performance in secondary schools.

Conclusion

In conclusion, findings of this paper show that cultural norms and practices that may affect girls' academic performance in secondary schools of Nyanza district in Rwanda are early marriage, gender disparity, domestic duties, child labor and hawking, as well as the early girls' pregnancy.

After analyzing the national examination results, the researcher discovered that girls are not doing well in terms of academic performance as they do not have a great number in among best performers. Even the findings from the key informants and documents analysis highlighted that the girls' academic performance in secondary schools is poor.

In establishment of the relationship between two variables (independent and dependent variables), it has been found that early marriage, gender disparity, domestic duties, child labor and hawking as well as the early girls' pregnancy negatively affect girls' academic performance. The current research also revealed that the pre-mentioned cultural norms and practices are the main stimuli to girls' absenteeism and dropout. The correlation between the mentioned above cultural norms and practices and girls' academic performance was found as meaningful. This shows that the relationships between independent and dependent variables were positive and statistically significant. Each of the discussed cultural norms and practices significantly affects girls' academic performance.

Recommendations

The paper recommends that more emphasis should be placed on helping girls to overcome cultural norms and practices that are harmful to their education. The Government of Rwanda should design and proliferate effective policies tailored towards empowering its education agencies to work collaboratively in order to eradicate the cultural norms and practices affecting girls' academic performance in all Rwandan secondary schools. Moreover, offices of education at all levels are recommended to conduct periodical inspections in all schools to ensure that harmful traditional cultural norms and practices are effectively eliminated. In addition, it would be very important to establish a constant communication among educators, parents and the school leaders in order to assess the academic performance of the students. Finally, other researchers are recommended to conduct a study on the following topics: girl's opportunity to quality education, effects of creating awareness on importance of girls' education at all level, and the strategies for changing negative attitudes towards girls' education.

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LIFE SKILLS EDUCATION IN SECONDARY SCHOOLS OF VADODARA CITY

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Abstract

In 21st century the employment needs are complex and changes within no time. People need to upgrade, update and enhance the employment requirements continuously. It is physically and psychologically strain causing process, but is necessary. In order to cope with this situation, sufficient inputs need to be given from education system in the form of content, skills and attitudes. Students need to be equipped with communication, problem solving, interpersonal and intrapersonal skills along with subject knowledge. These capabilities are identified as life skills and are now an important aspect of curriculum in education. India looking into the need of providing these capacities to the people started offering these programmes through the education boards. CBSE developed guidelines to organize the life skills education programme in CBSE schools all over the country. In the present paper life skills education programmes in the CBSE schools of Baroda city are studied to understand the organization and management of the programmes.

Keywords: *Life Skills, Life skills for adolescents, Life Skills Education Programmes, CBSE manual for teachers.*

In the present global and internationalized living context, people need not only knowledge but abilities like communication, decision making, critical thinking, creativity and many more to survive successfully. Mere possession of knowledge is of no use as people have to take proper decisions with changing situations. Change is happening so rapidly that within seconds one needs to take decisions and implement. Education, employment and any other aspect of life is now so complicated that people need knowledge, skills and abilities to face and lead life successfully. School being the focus point of developing knowledge for needs of society, the other aspects of skills and abilities are also now become a part of learning in schools. Along with content knowledge, practical exposure to skills and abilities is the responsibility of schools in present context. These skills are classified on many considerations. WHO proposed 10 life skills classification, Hilton-Pellegrino Framework proposed skills under three domains, CASEL under 5 categories and Partnership for 21st century skills under 3 classes. Mainly these skills consist areas of understanding self, understanding others to communicate, and knowledge / skills to lead life.

Life Skills

Just like their categorization, life skills are also defined in different ways. As mentioned by Vranda, 2011, Life Skills are defined by Hamburg (1990) as training as the teaching of requisite skills for surviving, living with others, and succeeding in a complex society. Nelson-Jones (1993) states life skills are personally responsible sequences of self-helping choices in specific psychological skills areas conducive to mental wellness. Powell (1995)

defines life skills as the life coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform tasks for a given age and gender in the following areas of human development – psychological, physical, sexual, vocational, cognitive, moral, ego and emotional. All these definitions are throwing light on the fact that life skills are not simple group of skills but a comprehensive lot of skills aiming to develop characteristics to lead life effectively in all situations.

According to WHO (1996) Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. EFA Global Monitoring report identified five contexts that use life skills, like, generic skills, contextual skills, literacy skills, life skills in schools and miscellaneous skills. The Dakar Framework for Action (2000) adopted by The World Education Forum had 6 goals, of which, 3 and 6 are based on life skills. (Anuradha, 2016). So life skills are a combination of skills, aiming to develop social, personal and psychological abilities to sustain complexities of life in a composed way. If individual member of a society is composed, the community and society at large are controlled and peaceful. These skills empower individuals to lead life with success and harmony.

A group of psychological competencies and interpersonal abilities to deal with problems, taking decisions, thinking differently. One can decide about their own actions and also others and their consequences on the situation. Life skills education is a programme that develops skills in a person to face difficult situations with proper decision making, to interact with people with proper behavior to live in peace and harmony. In a formal sense it is developing decision making, critical and creative thinking, interpersonal skills to live effectively in future life out of school.

Need of Life Skills for Adolescents

The stage of adolescence itself is the reason to offer life skills education. Adolescents have finished childhood and entering into adulthood. Physical changes coupled with psychological and emotional needs can bring in untoward behaviors suddenly. Once something negative happens it is difficult to turn them back. In order to ensure safety in their upbringing and growth during this stage life skills education is important. In addition to this, future life aspects also make it necessary to provide life skills education. Academic achievement is dependent not only on intelligence but also on qualities like, self-confidence, motivation and disciplines. There are so many factors that help in improving the academic achievement in the students. Classroom strategies, skills, attitudes and many other things help improving academic achievement. In this sense, life skills occupy an important aspect of curriculum.

Success in life after school is not dependent on achievement. A person needs attitudes to adjust, skills to perform and communication to make

other understand to get income through employment. Even to get employed according to own choice person needs to work upon non-cognitive aspects than cognitive ones.

Employment requirements have undergone a sea change in 21st century. It is not dependent on one aspect. Person needs skills of various nature to get success in the job market. The needs of employees are not simple and straight forward and change fast with incoming requirements. So person needs to change skills to get suited for the changing environment. Students need to be job-ready once they left their institutions.

Not only good settlement but leading life with maturity, content and happiness is a crucial adult life outcome. This is a difficult task if person is not balanced during the times of success and failure. Person needs to lead a responsible and productive life in society through-out life.

Social and emotional learning brings in more benefit than developing cognitive area alone. The power of learning skills to survive in the society help person more to sustain difficulties to move on in life.

In order to reduce economic marginalization combination of cognitive skills and economic skills are necessary. In order to move out of poverty and achieve change in life these are of utmost importance for children. (Source: Bikrama D. Singh and Rashmi Menon, 2015)

Scope of the Study

India being a large populous country expected to cross over china in population in near future. The divide of population basing on access to resources is very wide effecting the social ideals of development of the Nation. In order to come over this marginalization mere literacy is not enough. We need students with social awareness, resilience to achieve goals, patience to overcome problems and determination to come out of negative background to live life with confidence and self-esteem. With the onset of 21st century World Education Forum (2000) has taken up the goal of Education for All with proper perspective on the life skills aspect. Life Skills Education Programmes were designed for implementation. Indian education institutions also started providing opportunities to develop life skills in school students with proper planning and implementation. CBSE provided guidelines to schools to offer programmes from 6th standard onwards. In the present research the focus is to understand how schools are providing life skills education according to the guidelines of CBSE?

Research Design and Implementation

The study was conducted in CBSE Secondary schools of Vadodara city. According to the guidelines of the life skills education programmes proposed by Central Board of Education, New Delhi, schools are organizing life skills education programmes. Teachers' Manual developed by CBSE for the purpose of implementation of life skills education programmes in schools for Standard IX and X was considered as guidelines for these programmes. Ideas and expressions from the manual regarding

various aspects, like, meaning of LSE, objectives of LSE, expectations from teachers, teaching learning methods and assessment methods. The analysis is presented here point wise.

Data Analysis

Life skills are essential abilities that help to promote positive behaviour in individuals to deal with the challenges of everyday life. They empower learners to take positive action for self-growth and promotion of health and positive social relationship. Enhanced Life-Skills in an individual thus help in developing – improved self-esteem, self-confidence, assertiveness, ability to establish relationships, ability to plan and set goals and acquisition of knowledge related to specific content areas.

Life skills education as defined by UNICEF is a behaviour change or a behaviour development approach designed to address balance of three areas; knowledge, attitude and skills. This definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competencies are not addressed. The knowledge imparted to students is likely to be passed on to their own children, thus influencing future generations. Global and Indian experiences have shown that educational interventions that focus on Life- Skills development have proven very effective in empowering adolescents to manage their concerns including avoidance of risky behaviour.

Objectives of Life Skills Education Programmes –

To develop concept of life skills with respect to everyday life.

To create awareness about the ten core life skills and their inter-relatedness.

To develop life skills of creative thinking, critical thinking, empathy coping with stress, coping with emotions, inter personal relationships, communication skills, decision making skills, self-awareness and problem solving.

To apply these life skills in all sphere of life.

Main components of life skills – the ten life skills are further categorized into three core groups as depicted below.

Thinking Skills – self-awareness, problem solving, decision making, critical thinking and creative thinking. Thinking skills help individual to demonstrate the ability to be original, flexible and imaginative. Instead of taking all that comes her / his way, she / he raises questions and thinks critically identifies and analyses problems. While deciding on a thing s/he implements a well thought out decision and takes responsibility. It makes one comfortable with one's own self at the same time accepting or trying to overcome weaknesses while building on the strengths for positive self-concept.

Social skills – interpersonal relationships, effective communication and empathy. Social skills help a person to demonstrate the ability to identify, verbalize and respond effectively to others' emotions in an empathetic manner. Along with this s/he also takes criticism constructively and

reflects, listens actively and communicates using appropriate words, intonation and body language.

Emotional skills – managing feeling / emotions and coping with stress. Emotional skills help people to develop ability to identify causes and effects of stress on oneself and develop and use multi-faceted strategies to deal with it. As and when required, the person is also able to express and respond to emotions with an awareness of the consequences.

The approach that is being followed by CBSE is to provide accurate, objective and scientific knowledge keeping in mind that the content should be age-appropriate and directed towards the sensitivity of young minds. The process of transfer is made simpler through the KAVELS approach – Knowledge Attitude Value Enhanced Life Skills.

Self and social awareness, environmental education, peace education, education for development, consumer education, adolescence education and physical education are some places where these skills can be applied.

These skills can be visualized in many content areas like- relationship management, professional communication, consumer education, livelihood and employability, environmental awareness, gender concerns, process of growing up, education for development and social communication.

Integration of life skills in text books -

One way to impart life skills is by emphasizing the importance of a particular life skill in the text, to create awareness among young students about life skills.

The second way to incorporate life skills in text books is to include a few meaningful questions or activities in the text.

It is hoped that the schools will adopt an interdisciplinary approach for transacting the curriculum of life skills education through the curriculum plus mode. Components of life skills are also integrated in the formal modes of learning such as language textbooks, science textbooks and social science textbooks. However, it is more important to promote life skills through informal approach and in an activity mode.

Participatory teaching methods like, class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games and simulations, case studies, storytelling, debates, practicing life skills specific to a particular context with others, audio and visual activities like arts, music, theatre, dance and decision mapping or problem trees. Activities are merely suggestive and a resourceful teacher can definitely think of many more activities to promote particular life skill.

Assessment includes different tests / scales / inventories that indicate the degree and direction of weakness of skills in students. These assessment practices should not be judgmental or response- biased.

Analysis of the above points on life skills education resulted in following conclusions about these programmes to be taken up in CBSE schools.

Life skills help learners to develop of self and facing life with confidence and assertiveness; Education helps in facing future with confidence and the process must focus on behaviour change to positive side with development of knowledge, attitude and skill based competencies in students; Objectives are focusing on developing concepts, awareness and application of specific listed life skills; Ten life skills identified by WHO were grouped under three core groups, as, thinking skills, social skills and emotional skills. The activities developed for each group helps in developing these skills in combination; Approach to this education is based on age specific activities providing knowledge through KAVELS approach; Specific content areas in education were also identified to include activities related to life skills. This would help in designing activities in integrated approach; Integration of life skills education with text book content is more preferred way of teaching learning; Participatory teaching methods were spelled out. It is also expected that teachers could design activities according to their contextual requirement to develop life skills; Assessment modes were expected to be of qualitative nature. Judgmental and subjective ways/tests were not proposed at any stage of assessment.

Conclusion

According to the guidelines and expectations CBSE schools are providing life skills to students under the domains of thinking, social and emotional skills. Proper arrangements were made providing teacher training, infrastructure and other resources. Integrated Methods of providing life skills were also developed. Qualitative assessment practices were followed as per the nature of the skills. For a country like India, to achieve the social goals of the development focus on life skills is highly necessary.

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PROSPECTS AND CHALLENGES OF HINDI TEACHING IN CHINA

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Abstract

Hindi, the official language of India and the third most spoken language in the world is one of the ten powerful languages of the world. Apart from India, Hindi is widely spoken in many countries, such as Fiji, Mauritius, Guyana, Suriname, Nepal and United Arab Emirates etc. The development of Hindi in the countries of the world has been very rapid in the last two decades of the twentieth century. According to the population forecast released by the United Nations, India will overtake China in population by 2023 and become the most populous country in the world. There is no doubt that it will increase the influence of Hindi in the world. India and China are neighbors. Hindi teaching has also gradually developed in China with exchanges between the two countries. The present article focusses on the opportunities and challenges of Hindi teaching in China.

Keywords: *teaching, hind, education, challenges of teaching, hind teaching*

Hindi is one of the official languages in India and it's one of the major languages of the world. It's the third most spoken language in the world also. According to the calculation of the World Economic Forum, Hindi is one of the ten powerful languages of the world. Apart from India, Hindi is widely spoken in many countries, such as Fiji, Mauritius, Guyana, Suriname, Nepal and United Arab Emirates etc. The development of Hindi in the countries of the world has been very rapid in the last two decades of the twentieth century. According to the population forecast released by the United Nations, India will overtake China in population by 2023 and become the most populous country in the world. There is no doubt that it will increase the influence of Hindi in the world. India and China are neighbors. Hindi teaching has also gradually developed in China with exchanges between the two countries. The present article focusses on the opportunities and challenges of Hindi teaching in China.

The National College of Oriental Studies was established in Kunming, Yunnan Province of China in July 1942. In the beginning, there were 4 subjects — Hindi, Vietnamese, Thai, Burmese. Actually, Yunnan province is also my hometown, from here Hindi teaching started officially in China. In 1949, the college moved to Beijing and became part of the Department of Eastern Languages of Peking University and it's known as the Center for South Asian Studies today. After many years of development, till now there are total 18 universities are teaching Hindi in China, more and more people in China are starting to learn Hindi.

Prospects of Teaching Hindi in China

Why there are more students start to learn Hindi in China? What are the prospects of teaching Hindi in China? We can see from below points:

The long history of ancient civilizational exchanges between India and China provided the basis for the development of Hindi teaching in China. China and India are countries of ancient civilizations with a history of more than 5,000 years in the world. There is a long history of friendly cultural exchanges between the two countries. So, India and China have many similarities. large population; only these two countries have more than 1 billion population in the world; its long history; vast area and so on. For example, the theme of G20-2023 in India is "Vasudhaiva Kutumbakam". The concept of "Vasudhaiva Kutumbakam" in India and the concept of "Tian Xia Da Tong" in China is same, which means "The world is one family". Language is the bridge of cultural and historical development and communication.

Buddhism was propagated from India to China, it helps paved the way for the education of Indian languages in China. About 15.87% of the people in China belief in Buddhism. Exchanges between Buddhist scholars and monks from the two countries have promoted the development of Indian languages in China. Buddhist texts are translated into Chinese from Indian language Pali or Sanskrit. People have to learn Indian culture and language first, if they want to understand Buddhist texts.

The development of business exchange between China and India requires language specialists. Today language teaching is purpose-oriented language learning, the learners to learn the new language for some purposes. Hindi teaching also has its own purpose in China. From the country point of view, India and China are emerging economies in the twenty-first century world. India and China account for 35% of the world's population, and their contribution to the world's economic growth reaches 45%.India overtakes UK to become fifth largest economy in the world in 2022. China is an important trading partner of India, and India is also China's largest trading partner in South Asia. Hindi is required on official communication between the two countries, studies of bilateral relations, political studies, etc. From a personal point of view, Indian Yoga, Bollywood movies of modern society have spread in China and Chinese people like them very much, this is one of the reasons there are lots of people are interested in Hindi and Indian culture and started learning it. I am an such example of it.

Promotion of foreign language education by China and support of Hindi education by India. With China's reform and opening-up policy, China has strengthened foreign language education to increase exchanges with various countries. At the same time Indian government also gives great importance in Hindi. For example, the Government of India has introduced several policies to encourage the use of Hindi and provides ICCR scholarship to support foreign students for Hindi learning, Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Central Institute of Hindi, Agra ect. have been supporting foreign students in learning Hindi for a long time. The Indian Embassy in China organizes activities to celebrate Hindi

Festival (September 14), Diwali every year, and organizes various activities to promote cultural exchanges between the two countries and encourage Chinese people to learn Hindi.

Challenges of Hindi Teaching in China:

From the point of view of linguistics, Chinese and Hindi come from different language families. Chinese is from Sino-Tibetan language family; Hindi is from Indo-European language family. Language structure, grammar, pronunciation etc. are all different. So, there are many challenges and difficulties for learners, we can see from the following aspects.

The languages of the Indo-European language family are typical fusional language, in which semantic elements and related elements are mixed. Hindi words are formed by the addition of prefix, root and suffix, there is a plurality of suffixes, words are formed by adding suffix to the root, it is very complicated. While Chinese is a non-fusional language, Chinese words are monosyllabic and unchangeable, there are no elements like participle, suffix etc.

The grammar learning is also one of the challenges for Chinese students. Hindi has subject-action-verb syntax and has two genders – masculine and feminine. The form of the verb depends on the gender of the subject. There are singular and plural also. But it is not available in Chinese language, Chinese language has subject-verb-action syntax, it does not have gender, there is no different form of verbs. For example, "I work" in Hindi boys say "main kaam karta hoon", girls say "main kaam karti hoon" in Chinese, boys and girls say same- "wo gongzuo". Here "wo" means "I", "gongzuo" means "work". In Chinese, there is importance of the place of words, due to the special place in the sentence, a word becomes a noun, verb, adjective, etc., the meaning changes when the place is changed. "ta, te, ti, tein" of verbs in Hindi makes it difficult for Chinese to learn Hindi, the gender of nouns is irregular, but it affects the form of verbs, adjectives, etc. in sentences. Apart from this, prepositions are often used in Hindi. like "ne, ka, se, sa" etc., with the preposition the gender and word of the noun is different, it also changes in many forms. Words change a lot, sometimes we know the word but we cannot recognize it after its change.

From the point of view of pronunciation, Hindi is written in Devanagari script. Devanagari has 11 vowels and 33 consonants. The consonant 'r' is not pronounced in Chinese language, which is pronounced by touching the front part of the tongue with the palate. Its pronunciation is a challenge for most Chinese students. I still can't pronounce it correctly until now. Hindi language also has more compound consonants, foreign sounds, it takes more time to practice for learning Hindi as compared to languages like English. There is a feature in the pronunciation of Chinese language which is not there in Hindi. There are 4 tones are used in Chinese, one word gives different meaning in different tones. Like the "ma"in Hindi, there are "mā , má, mǎ, mà" 4 tones in Chinese. mā=mother, má=numb, mǎ=horse,

mà=abuse. Same spelling different tone has totally different meaning. I think it's a big challenge for the Indian students who are learning Chinese language.

From the point of view of words, Hindi language has a lot of vocabularies. Many words come from Sanskrit, Arabic, Urdu, Persian, Turkish, English etc. it's a difficult task to recite Hindi words. My Hindi-Chinese dictionary is very thick, about 3kg.

Above I talked about the challenges of Hindi teaching from linguistics, now let me tell you some more challenges. Language teaching needs good teaching materials. There is a shortage of Hindi books and teaching materials for study in China, a complete set of Hindi textbooks for students was published in 2020 only. The rest of the materials are very old, original Hindi books are not available. If students want Hindi books they have to buy books from India and send courier to China. A lot of inconvenience is being faced in this regard. There are very few high-level Hindi teachers in universities, currently most of the teachers start teaching after completing their master's degree. To solve this problem, I think universities in both countries need to invest more. Comprehensive and clear Hindi teaching courses should be made keeping in mind the teaching level and objectives of Hindi training. Chinese and Indian universities should organize and conduct teaching-training and renewal courses for teachers with cooperation.

India and China are the countries in the world whose population is more than one billion and these two countries can play an important role in speeding up the process of collective upliftment of developing countries along with the historical mission of national rejuvenation. I hope that more and more people learn Hindi and Chinese, so that we can enhance our understanding, ideological exchange, and common development.

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USING WRITINGS TO STRENGTHEN KINYARWANDA LANGUAGE TEACHING AND PROMOTE STUDENTS' WRITING SKILLS IN RWANDAN SECONDARY SCHOOLS

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Abstract

Teachers and students need to exchange ideas while they are engaged in teaching and learning activities in everyday life. When one wants to convey his or her feelings or thoughts, he or she uses a familiar language as a means of communication. As Rwandans, Kinyarwanda is the mother tongue of the Rwandan people, their first language, and an official language. It was also used in lower primary education as a language of instruction and taught as a subject in upper primary education. Various studies were carried out on how to master the four skills of language, especially one's mother tongue. This research investigates what impedes students in some schools from having native language proficiency, as many of them use this language improperly. The purpose of this paper was to identify better methods for teaching Kinyarwanda to students, and promoting students' writing skills. This study was administered among 60 students and 5 teachers selected from two schools in Rukomo Sector, Gicumbi District using cluster sampling technique for students and purposive sampling for teachers who teach Kinyarwanda. The findings revealed that both students and teachers are not willing to use Kinyarwanda appropriately when they are conducting lessons. Findings from the teachers' questionnaire indicated that students need various competitions in terms of speaking and writing, and teachers need Kinyarwanda trainings. This implies that the government of Rwanda is required to provide sufficient instructional materials and organize school competitions that will enable students to be familiar with using appropriate vocabulary when speaking and writing Kinyarwanda.

Keywords: *native language, teaching Kinyarwanda language, four skills of language*

Many scholars have tried to give the definition of a Language. Simply, a language is a means of communication. Furthermore, language appears to be an unique phenomenon, lacking major analogues in the animal world (D & Alabi, 2021). Despite not being instinctual, language is susceptible to the human urge to respond continuously to his environment and react to the milieu (Sapir, E. 1921). He has gone ahead by articulating that a language is more than just the automatic cries that convey feelings. For him, language is the end result of systematic processes that begin in a pre-verbal condition before articulation. Language is largely a symbolic auditory system. Although speech is a muscular system insofar as it is articulated, the auditory part of communication certainly takes priority (Collinson et al., 1924).

Languages can be both challenging and simple. The use of language is diverse. Lack of communication does not constitute a linguistic barrier. Since the beginning of time, language has had a huge impact. The four

essentials of language also referred to as the four skills—reading, writing, listening, and speaking—are considered to be of the utmost importance nowadays. They play a crucial part in any endeavour to acquire a language. You can achieve greater heights by mastering the four linguistic apex skills. They are connected by an unbreakable link even though they are separate (Sadiku, 2015)

These four skills should be integrated in teaching and learning any language. According to Sadiku, L. M. (2015), Students need to be exposed to increasingly difficult reading materials and writing assignments in order to develop their reading and writing skills. Writing and reading work well together as abilities because of their close link. Real-world and purposeful communication will be ensured by integrating the two.

As the mother tongue of all Banyarwanda, the official language of Rwanda, and the national language, Kinyarwanda is a statutory and protected tongue. One of the African languages referred to as "Bantu Languages" is Kinyarwanda. Kinyarwanda is assigned the code D61 by Guthrie (1971).

Every language user should be able to demonstrate these important language skills. Unfortunately, most language users do not have access to these main skills in language. Specifically, most students in Gicumbi secondary schools face these issues. When they are dealing with writing and speaking Kinyarwanda, it seems as if they are not familiar with this vernacular language. This implies that they have not mastered those two main skills.

The study sought to discover better methods of teaching Kinyarwanda writing and speaking, as well as to improve students' writing skills.

Contextual Background

Different studies on language use in schools have carried out in Rwanda. At the University of Rwanda's Department of African Languages and Literature, Kinyarwanda is taught as a subject at the upper levels of primary schools, in secondary education, and at the tertiary level (Hilaire & Ferreira, 2015). It has been used as the primary language of instruction at the lower levels of primary education (Essien & Msimanga, 2021). Since lower primary students studied all lessons in Kinyarwanda as the medium of instruction, the focus was on Kinyarwanda. Oral communication is carried out in Kinyarwanda, as it is the Banyarwanda language, a first language, and an official language.

Aside from Kinyarwanda, which is the mother tongue, French and English have been introduced as curricular options and the principal languages of teaching starting in primary grade 4. From primary to tertiary levels, all three languages are used in the educational system. There is a lack of Kinyarwanda proficiency in terms of speaking and writing skills in Rwandan schools, especially in Gicumbi District.

Students frequently speak Kinyarwanda improperly while they are talking with one another. One might say, "I can't keep studying without eating," for example. Instead of saying "Sinakomeza kwiga ntariye," many pupils

say "Sinakomeza kwiga natariye" in Kinyarwanda. The word "nata" has been substituted for the cluster "nt." Two syllables have been added to the cluster. Not only did they use poor language when speaking, but also when writing. When teachers propose research projects to pupils, like studying how drugs affect young people, Instead of writing "Iyo umuntu yanyoye ibiyobyabwenge," a student who wants to write about "when someone uses drugs" (in a foreign language) in Kinyarwanda writes "Iyo umuntu yankweye or yanweye ibiyobyabwenge." According to the aforementioned examples, the majority of pupils have struggled to acquire the fundamentals of a language. Every language user, as we all know, needs to be proficient in these four abilities. If either of them is absent, language proficiency is not present in the use of the language. The four language skills (listening, speaking, reading, and writing) should be taught, but the early research gave priority to the spoken skills.

 Even if spoken ability is prioritized, the goal of my study is to determine why students in some schools use their mother language inappropriately when concentrating on their studies. It affects them daily as well as in their education. They used to create a variety of writing errors when given any work, such as composing letters, essays, or other types of writing.

The errors made by students in their Kinyarwanda speaking and writing skills have inspired me to conduct research on the issue to see if a solution can be found. Apart from this, the following are questions that governed my research: What can be done to improve the effectiveness of teaching the Kinyarwanda language? How can students improve their Kinyarwanda language proficiency? How can students improve their ability to write in Kinyarwanda both in their academic work and daily lives?

Objectives

This study has the following objectives: To discover better methods of teaching Kinyarwanda writing and speaking; To find out the way of promoting students' writing skills in Kinyarwanda.

Theoretical Framework

This study guided by social constructivism theory. This theory was developed by Lev Vygotsky in 1968 as it is cited in Idaresit Akpan, V (2020). This theory stated that the frames through which people have experienced, interact, and comprehend existence are language and cultural backgrounds. In this theory, Vygotsky said that language and culture are crucial for the cognitive growth of people as well as how they view the world (Idaresit Akpan et al., 2020).

This implies that people communicate with one another in accordance with cultural norms and learn everything via the use of a language. According to this approach, students should pick up their native tongue through interaction with others both within and outside of the classroom. Vygotsky also developed a sociocultural approach about a child development; he said that cognitive development occurs as a result of

social interactions. This theorist believed that language is created through socializing and is used for communication. He goes ahead by articulating that communication with the outer world and language go hand in hand(Bornstein, 2018). According to this method, students should acquire new languages through interpersonal and group interactions. This paper concentrates on a child's proficiency in terms of language skills, and when students are interacting with others in their mother tongue, they may develop robust vocabularies that will help them speak and write properly.

Language in General

God gave mankind the gift of language. Language separates humans from other animals. Man's greatest gift is language. The term "language" refers to a group of words linked together in phrases, but each word has a unique identity and meaning. The words are actually put together in unique ways to create a very methodical arrangement from which we can deduce the meaning. Language is a systematic behaviour, where certain orderings are recognized as having predetermined meanings. For instance, "The sun is shining" and "Is the sun shining" are not the same(Husain,2015). Another scholar said that knowing a language means wanting to comprehend its formal and practical technicalities. A desire like this will inevitably lead to linguistics, which is just the study of language from a scientific perspective. Interestingly, linguistics would not have existed without the intense conversation about language (D & Alabi, 2021).

Language as Skill

According to Husain (2015), fundamentally, language is a talent. It is not a topic with a content-based focus like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to disseminate knowledge and saturate the mind with information. Language naturally falls under the psychomotor field because it is a skill. The capacity to accomplish something well can be referred to as a skill. People use their acquired talents, such as swimming and playing, after they have learned them. Knowing about these things is a cognitive exercise, and utilizing or performing them is a talent (action).

Kinyarwanda Language

Kinyarwanda is cited as a key component of what it means to be "Rwandan-ness" in Rwanda today. All Rwandans, according to Rwandans, ought to speak Kinyarwanda.(Samuelson & Freedman, 2010)

As the national language and official language of Rwanda, Kinyarwanda is a formal and protected language. It is also the native language of all Banyarwanda (Niyomugabo, 2015). According to Khan (2014), both the mother language and the motherland are fictitious concepts. He also argued that the mother language is the language with which a person has the highest emotional relationship and the language that ensures all the cultural richness, whose extinction leads in the destruction of originality and creativity. Additionally, orientation in the cultural setting is made

using the mother tongue. This remark emphasizes the socio-cultural importance of language to humans when it is remembered that language and culture are intimately associated since language is a representation of the shared cultural experience of the members of the speech community who speak it (Orekan, 2011).

Teaching Students in Home Language

Various studies were carried out on the impact of teaching students in their home language. According to Professor Angelina Kioko (2015), learning doesn't start in a classroom. In the pupils' native tongue, learning begins at home. Although the start of school continues this learning, there are also substantial changes in the way that education is delivered. The research goes on by articulating that Learners are more likely to participate in the learning process when utilizing their native tongue. All educationalists advocate the interactive learner-centred method, which benefits in a setting where students are sufficiently fluent in the language of teaching. It enables students to generate and enthusiastically express new knowledge while also asking and answering questions. It boosts students' self-esteem and supports the affirmation of their cultural identities. This in turn has a favourable effect on how students perceive the value of education in their life. Moreover, mastering a first language and fundamental learning principles fosters general cognitive development, which is necessary to more quickly and readily pick up a second language (Pflepson, 2011).

Instead of teaching in English, the alphabet, pronunciation, vocabulary development, and pre-reading should all be done in Kinyarwanda. The letter names and sounds in the two languages are very dissimilar. Children's ability to recognize and decode words might be delayed or hampered by early exposure to both alphabets due to inadequate educational time and quality. In addition to formally teaching the alphabet, it should be encouraged to utilize Kinyarwanda for all teacher-student conversations, for storytelling and teacher read-aloud sessions, as well as for assignments involving the interpretation of images and symbols. To finally become literate, young children must first develop a vast vocabulary and a command of their mother tongue. The emphasis on a Kinyarwanda-rich curriculum will help children establish a solid basis for developing their reading skills (Revised et al., 2013).

Main Language Skills

The most challenging linguistic skill is writing. In comparison to other language skills, it is also regarded as the most difficult to learn. Thinking and creativity are always a part of the writing process. Furthermore, it is protected by stringent regulations. The key to producing quality writing is to master vocabulary and tenses (Fabiana Meijon Fadul, 2019). This researcher continued by saying that there are many variations between speaking and writing, and spoken and written languages differ obviously.

Speaking is typically spontaneous and quick, in contrast to writing, which is frequently pre-planned. When a learner is writing, there are a number of factors that must be taken into account. Since writing is a very complex language skill that calls for a high level of ability to express ideas, thoughts, feelings, and the like in order to generate acceptable written material, it appears that students give it the least attention of all the language abilities.

One can find treasure in writing. Being able to convey oneself well through writing is always advantageous. Your level of intellectual or expressive ability can be "hard copied" in your writing ability. In colleges and schools, the writing process is taught (Sadiku, 2015). According to also Sadiku (2015), all speaking is unique. This ability is just as crucial as the others. You only need to talk when you have words read to you, ideas written down, and thoughts heard. Your level of expressiveness will be determined by what you say. Public, friendly, and scholarly situations are just a few of the various masks that speaking can wear.

According to Husain (2015), language skills are classified into two parts: productive skills (active skills), which include speaking skills and writing skills, and receptive skills (passive skills), which include listening and reading skills. He went one clarifying that speaking and writing are referred to as "productive skills" since when being used, a learner or user is not just active but also generates sounds when speaking and symbols when writing (letters, etc.) In contrast, reading and listening are regarded as receptive abilities when it comes to writing because the learner is often passive and receives information through any of these methods. He put them into the table below (Husain, 2015, p.2).

Language skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Speaking gives the student the opportunity to learn how to communicate his own thoughts, feelings, and knowledge to others while also giving him the chance to hear their thoughts, feelings, and ideas. By acquiring these skills and knowledge, the student is better able to comprehend, assess, and interpret what is happening in the outside world (Darancik, 2018). Reading and writing are effective tools for both learning and communication. They give pupils the chance to broaden their vocabulary and language proficiency, better comprehend themselves and others, and enjoy and feel satisfied in their own lives. Speaking and listening help pupils explore ideas and concepts, as well as comprehend their experiences and knowledge (Minor & Marckwardt, 1969).

Research Methodology
Research Model

In this study, I used both qualitative and quantitative research methods, and the data that is the basis of the study was obtained by using a questionnaire and an interview to determine what hinders students from

having Kinyarwanda language proficiency. The study items have been chosen from questions created as a result of the goal of my study. In the questionnaire for Kinyarwanda secondary teachers, I used two types of questions, which are closed and open-ended, in order to get the needed information. With the intention of discovering more about the improvement of Kinyarwanda language skills, I conducted the interview using unstructured questions.

Participants

This study was carried out in two selected schools in Rukomo Sector in Gicumbi District. The population involved in this study, was all teachers of Kinyarwanda from the schools investigated and year three students from one schools. The total number of participants was 65. The school that was under investigation had 60 S3 students. Teachers of Kinyarwanda from those two schools were 5. One teacher has a bachelor's degree in Kinyarwanda education and the other has a diploma in English and Kinyarwanda education at School A. Three teachers at School B hold a Bachelor's degree and a Diploma. Two teachers hold bachelor's degrees in Kinyarwanda education, while one holds a diploma in English and Kinyarwanda education. These teachers were chosen because they taught Kinyarwanda as a subject in secondary schools and could provide accurate information about Kinyarwanda usage in their schools.

Sampling Techniques

I employed two sample strategies to conduct this investigation. Cluster sampling is the first method, and it is used for student participants. According to this method, the total population is separated into groups, or clusters, as part of the sampling procedure known as cluster sampling. Furthermore, using SRS, a sample of these clusters is chosen at random. The sample contains all observations in the chosen clusters (Legan & Vandeven, 2003).

Another technique is purposive sampling. The research said that purposive sampling is a means of means choosing a group of individuals because they exhibit certain characteristics that the investigator wants to investigate (Legan & Vandeven, 2003). It is the intentional selection of a participant made in light of the qualities the participant possess. It is a non-random technique that doesn't require underlying theories or a specific number of participants. To put it simply, the researcher decides what information is necessary and then searches for sources of that information who can and are willing to do so due to their knowledge or experience (Etikan, 2016). This technique is used in the selection of Kinyarwanda teachers.

Data Collection and Analysis

The data in my study were analysed quantitatively and qualitatively. Qualitative research is a way to investigate and comprehend the meaning that particular people or groups assign to a social or human issue while

quantitative research is a technique for putting theories that are based on facts to the test by looking at how different factors interact. For the purpose of employing statistical techniques to examine numeric data, these variables can be quantified, often using instruments(F., 1868). The quantitative data were analysed using tables. The questions in the questionnaire for teachers were set with the purpose of investigating how teachers can promote speaking and writing skills in Kinyarwanda. Questionnaire was composed by two types of questions which are closed and open ended questions. According to the questionnaire responses, teachers had different viewpoints on the use of Kinyarwanda in class discussions and how to improve students' language skills. Students' questions were only closed questions, and students provided the desired response. I also conducted the interview with 19 students from the 60 included in my study. This means that questionnaire was given to 41 year three students. All the data were gathered using a personal information form and questions that were designed continuously with the research goal, except for the data from the interviewed students. Before carrying out the study, the students agreed with the researcher to fill out the questionnaire by following the instructions of each asked question and give the thoughts that are very important to this research.

Findings and Discussion

In this section, there is a presentation of the targeted group (participants) and the results of the research findings after data analysis. Data analysed were given by 5 teachers of Kinyarwanda, 41 year three and 19 interviewed students. The following table indicates the number of teachers who are included in this study:

Table 1 Shows the number of Kinyarwanda teachers, their sex, and percentage.

Sex	Number of teachers	Percentage
Male	3	60%
Female	2	40%
Total	5	100%

According to this table, the number of teachers in Kinyarwanda is five: three of them are men and the two remaining ones are women. All teachers have participated in my study so it is the reason why the total percentage is hundred per cent.

Table 2 Number of students, their sex, and percentage

	Male given written questions	Female given written questions	Male interviewed	Female interviewed	Total students
Number of students	15	26	7	12	60
Percentage	25%	43,3%	11,6%	20%	100%

This table indicates the number of students questioned using both a questionnaire and an interview. All students are sixty, twenty-two males and thirty-eight females. Forty one have given written questions and the interviewed are nineteen.

Below are the questions that have been created to fit the purpose of the study. Participants have to rate each item using the following scale: 5-always, 4-often, 3-sometimes, 2-rarely, 1- never. The table below contains 6 questions concerned the use of Kinyarwanda language in schools.

Questionnaires

Table 3 This table indicates responses from students' questionnaire

Questions	N of students who chose 5 always	N of students who chose 4- often	N of students who chose 3- sometimes	N of students who chose 2- rarely	N of students who chose 1- never
1. You speak Kinyarwanda correctly in your everyday life.	0	2	27	12	0
2. Your Kinyarwanda teachers speak only Kinyarwanda when they teach Kinyarwanda subjects.	0	28	13	0	0
3. In classroom discussions, you only use Kinyarwanda when carrying out any given task related to it.	13	8	14	6	0
4. Students write Kinyarwanda correctly when there is a class assignment.	0	14	21	6	0
5. Students want to speak other languages than Kinyarwanda.	28	8	5	0	0
6. They neglect Kinyarwanda because it is the language spoken by everyone.	2	17	13	7	2

Different responses have been given by participants when questioned whether they utilize Kinyarwanda correctly in their daily lives. The two respondents, as shown in Table 3, claimed that they often use proper native language in daily interactions. Twenty-seven people have acknowledged using Kinyarwanda sometimes in daily life. According to twelve respondents, Kinyarwanda is seldom ever utilized in daily life. The 28 responders to the issue of whether or not Kinyarwanda teachers only speak Kinyarwanda when instructing students in the language answered that they frequently speak it when engaging in teaching and learning activities. The 13 survey participants occasionally use Kinyarwanda. In classroom discussions, the only thirteen respondents have said that they always use Kinyarwanda when they are doing assignment; eight respondents have argued that it is often used; fourteen have uttered that it is used sometimes; and six have said that it is rarely used in discussions. The forth question was focused on writing skills; they have asked whether they write correctly Kinyarwanda in class assignment. 14 participants have said that they often write it correctly; 21 have said sometimes; and 6 have said that it is rarely written correctly. Students prefer to speak foreign languages to Kinyarwanda, as shown in the table above. Twenty-eight respondents have said that students like other languages besides

Kinyarwanda. This means that students do not like the mother tongue. Moreover, the responses to question six have indicated that most students hate Kinyarwanda because it is the language they were born with. The above questions were set with the purpose of knowing what makes students lack Kinyarwanda proficiency. The results have shown that students are not competent in their mother tongue.

Table4: The indicated questions in this table are related to the improvement of Kinyarwanda language proficiency and the ability to write in Kinyarwanda both in their academic work and daily lives.

Questions	N of students who chose 5 always	N of students who chose 4 often	N of students who chose 3 sometimes	N of students who chose 2 rarely	N of students who chose 1 never
7. How often do you wish to use the Kinyarwanda language in group discussions when you are dealing with Kinyarwanda subjects?	14	21	5	1	0
8. Students use grammar rules when they compose a letter or other form of writing.	11	17	12	1	0

This table demonstrates that when there are group discussions, many students want to speak Kinyarwanda. This is due to the fact that 21 respondents stated that they occasionally want to use Kinyarwanda, and seven of the fourteen respondents said that they always want to use it. The five respondents admitted that they hardly ever use Kinyarwanda for schoolwork. Different answers have been offered when asked about the application of grammatical rules when composing certain types of writing. The eleven respondents use proper grammar; seventeen participants said they frequently follow grammar rules when writing letters or other types of writing; twelve participants said they occasionally use grammar rules; and the final participant said they very infrequently use grammar rules when writing Kinyarwanda. Even though there are numerous challenges associated with using Kinyarwanda effectively, students are willing to do so.

As stated above, I used a questionnaire and an interview. The targeted people were sixty students; forty-one students were given a questionnaire, and nineteen students were interviewed.

Interview

The interview is a valuable data collection method that involves verbal interaction between the investigator and the respondent (Nihr, 2009). Based on the definition, an interview is also a conversation carried out between the interviewer and the interviewee in order to attain the desired goal. In this study, I conducted unstructured interviews with nineteen senior three students. My research goal was to find out how to promote Kinyarwanda language skills and what should be done to overcome the challenges faced by Kinyarwanda language users. I have tried to ask one by one, and every interviewee has given the intended answers. Firstly, they

were asked the reason why Kinyarwanda is an undervalued language in their school. Some of them have declared that Kinyarwanda is the language they were born with and is spoken by all Rwandans, and they have articulated that they need to know the other language. After this response, they were reminded the roles of the native language, there is a research made on the importance of native home language, it argued that most children spend the majority of their time at home, it is important for them to establish strong roots in that language. Home language proficiency improves kids' comprehension of language use and can be applied to learning new languages (Years et al., n.d.). They were asked what should be the solution to the issue, and they said that teachers have to emphasize the use of Kinyarwanda by engaging students in dialogue and giving them more tasks that help them apply Kinyarwanda grammar rules and vocabulary correctly. The interviewee's responses were appropriate for the study's objectives.

Participants in the study included Kinyarwanda teachers. Five teachers were questioned, three men and two women, as shown in table 1. They merely completed the questionnaires. The teachers who taught the Kinyarwanda language were questioned, and various responses are listed in the table below.

Table 5 Questions require answering yes or no

Questions	Number teachers answered "Yes"		Number of teacher answered "No"
1. Do you use only Kinyarwanda language only when you are teaching Kinyarwanda subject?	3		2
2. Have you encountered any problems with students who don't have speaking and writing skills when teaching Kinyarwanda?	5		0
3. Do learners have enough time to read Kinyarwanda textbooks?	0		5
4. Do you have students with a lack of alphabet or cluster proficiency?	2		3
Questions require to choose the corresponding letter			
	a	b	c
5.If the answer to question 2 is "yes," what should be the solution to this problem? (If it is "no," do not answer this question. a) To assign more tasks to students related to debate and others related to forms of writing. b) To go ahead with the teaching and learning activities.	5	0	0
6.If the answer to question 3 is "no," what is the reason among the following? (If it is "yes," do not waste your time answering this question.) a)Students don't have enough time to read text books for Kinyarwanda Subject and the school doesn't have enough textbooks b) The students like to read Kinyarwanda textbooks because they are written in their native language. c) They always feel comfortable when they are at school.	5	0	0
7. If the answer to question 4 is "a" as secondary Kinyarwanda teachers, what can be the cause of this issue among the	0	5	0

following: (Do as instructed on question 6) a) Most lower primary teachers teach Kinyarwanda correctly. b) The government of Rwanda prefers to promote other languages over Kinyarwanda because there is a shift from Kinyarwanda as a medium of instruction to English in lower primary. c) The students love their teachers.			
8. What is the impact of shifting from Kinyarwanda to English as a medium of instruction in lower primary schools? a) Some teachers teach all subjects in Kinyarwanda. b) The most emphasis is put on English rather than Kinyarwanda. c) The more likely subject is Kiswahili.	0	5	0

9. According to your experience in teaching, what should be done in order to promote speaking and writing skills in Kinyarwanda?

10. Kinyarwanda alphabets are taught in lower primary schools. As Kinyarwanda secondary school teachers, what can you do to help those students in secondary school with lower writing skills in Kinyarwanda?

Interpretations of Teachers' Questionnaire

Nine questions were posed to the teachers; two were open-ended and the other seven were closed-ended. Some questions focus on the issues that prevent pupils from developing native-language speaking and writing abilities.

Do you use only Kinyarwanda language when you are teaching Kinyarwanda subject? To this question, teachers have provided a variety of responses. Only three of the teachers utilize Kinyarwanda when teaching Kinyarwanda; the other two are accustomed to using a diverse range of languages. According to results of this question, some teachers do not like to use Kinyarwanda only when they are teaching Kinyarwanda subject. It also indicates that Rwandan teachers do not value their native language.

Have you encountered any problems with some students who don't have speaking and writing skills when teaching Kinyarwanda? Teachers have said that there are students who do not have those two language skills. According to Husain (2015), he suggested that speaking and writing skills are productive skills (active skills). Based on his research, it is a serious problem since native language speakers are required to be fluent in their native tongue; regrettably, Kinyarwanda speakers are more interested in learning foreign languages than Kinyarwanda.

Teachers have stated that despite students' lack of interest in the topic, there are still limited learning resources available, including textbooks and other storybooks written in the mother tongue, Kinyarwanda. Since some of them lack fluency with the alphabet from lower primary schools, they continue to lack this skill. In accordance with the responses to the questions, teachers should give their students extra assignments to improve their level of Kinyarwanda speaking and writing. Since the government of Rwanda switched from using Kinyarwanda to English as the instruction language in lower elementary schools, teachers have stated that English has got substantial attention than Kinyarwanda.

According to your experience in teaching, what should be done in order to promote speaking and writing skills in Kinyarwanda language? Several answers to this question were suggested. Respondents indicated that language proficiency is important for learners to have, particularly speaking and writing abilities because they enable them to utilize language actively. They claimed that teachers should motivate students to continue learning their native tongue as well as other languages. They went on to add that students need more speaking and writing contests at the national, sectorial, and school levels. Their level of speaking and learning will rise due to intense competition.

Kinyarwanda alphabets are taught in lower primary schools. As Kinyarwanda secondary school teachers, what can you do to help those students in secondary school with lower writing skills in Kinyarwanda? The suggestions made by Revised, T. H. E., Pre, and Curriculum, P. (2013), which stated that in addition to formally teaching the alphabet, it should be encouraged to use Kinyarwanda for all teacher-student conversations, for storytelling, and for teacher read-aloud sessions, have received the most support from teachers. By reading texts and summarizing them, teachers of Kinyarwanda subjects should assist their students in improving their knowledge of the alphabet, particularly clusters. Teachers will assist students in filling in any gaps through this task.

Conclusion and Recommendations

Teachers asserted that additional tasks should be given to students that specifically target their Kinyarwanda speaking and writing abilities in light of the survey's goal of learning new ways to teach the language and improve students' writing abilities. This method is just one of many that should be utilized to help students improve their proficiency in their native language and become accustomed to applying Kinyarwanda grammar rules in any type of writing. According to the results of the teachers' questionnaire, some teachers are required to teach this subject entirely in Kinyarwanda. While conducting teaching activities, they do not wish to speak Kinyarwanda. Teachers can also encourage students to organize class discussions so that they can develop their speaking abilities and vocabulary. The best way for students to master their native tongue is to participate in speaking and writing competitions at all levels in Kinyarwanda.

Since the responses demonstrated that students can learn language through social interactions, as proposed by Vygotsky in his social constructivism theory, the study's findings fulfilled the expectations of the body of existing literature. Additionally, when students compete against students from other schools, they are engaging in knowledge transfer.

Some suggested approaches for teaching Kinyarwanda language skills and boosting students' writing abilities were revealed by this study, however they are not entirely supported. This is the reason I wholeheartedly encourage everyone to keep looking into the best practices for teaching

our native language and how Rwandan students may raise the level of correctly applying Kinyarwanda vocabularies when speaking and writing.

Recommendations

In Rwanda, we have Kinyarwanda as mother tongue, first language, and official language. As it was investigated by scholars, Kinyarwanda is spoken by the vast majority of people in Rwanda, country. Kirundi is spoken by the vast majority of people in Burundi, and Seswati is spoken by the vast majority of people in Swaziland. Somalia is the only country in Africa where nearly everyone speaks Somali as their mother tongue (Pap, 1990).

Based on this research, Rwanda is an endoglossic nation where it is required that language users preserve their native language. If this does not take place, sovereignty of language and culture will be lost because they are intertwined. Every concern is urged to place an emphasis on effective mother tongue communication with appropriate vocabulary. In order to stop the destruction of Kinyarwanda, they should also establish Kinyarwanda clubs in the educational institutions where they work. I also urge the Rwandan government to keep exploring the possibility of shifting back to teaching lower primary classes in Kinyarwanda.

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IDENTIFYING AND PRIORITIZING FACTORS AFFECTING FISH-RELATED BUSINESSES

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Abstract

In this period of the global economy, aquaculture and related jobs have become very important. Therefore, one must work hard to manage and improve the business environment to succeed in this economic and essential business. This research broadens and deepens our knowledge of how factors influence the success of fish-related businesses. This research showed that the AHP hierarchical analysis method could be used to rank and classify factors affecting the fish business. Based on related articles and background, this research extracted the main factors, which include 45 sub-factors in 9 main categories. Then, to determine the weight and importance of these obstacles, the hierarchical analysis method was used. Also, the statistical population of this research includes experts in the aquaculture business industry who are thoroughly familiar with business issues, then using the Delphi sampling method. The number of 10 experts was identified, and pairwise comparisons of the factors were provided. After answering, integrated comparisons were used. The results showed that among the main criteria, the innovation factor was in the first place and had the most impact, and the behavioral control of perception was in the second place. Furthermore, the third rank is the need for success and self-confidence, which impact the fish business.

Keywords: *business, identification, factors, fish-related businesses*

Work challenges or the issue of work and unemployment is not only one of the most critical social issues in the country, and considering the rate of population growth in the last two decades, it can be called the most important social challenge of the next few decades. Currently, one of the main concerns of the 10th government is the development of business affairs (Safari and others, 2010). Continuous growth and sustainable development of the economy require optimal use of production resources. In this, the most essential and sensitive factor is the human force. Human power plays a dual role in economic planning because, on the one hand, it is considered a factor of development and, on the other hand, a development goal. Human capital, especially in recent decades, has been

given serious attention in development theories, and the relative advantage of countries is determined by considering their human capital (Piraste & Karimi, 2006). Today, based on the patterns of economic growth, the components of employing human power, strengthening human capital, and strengthening social capital are considered to be the most critical factors in a country's economic growth and development. Therefore, the governments of different societies put much emphasis on it and use a large part of their resources to strengthen them (Kashian & Ghazanfar Nejad, 2010).

According to the topics mentioned above, as well as the matters that will come later regarding the importance and necessity and attention to business, in the present research, the researcher, according to the topic of the research, stated the main problem of the research and the necessity of conducting the research, the objectives of the research, The scope of the research, the studied variables, the research method, research hypotheses, statistical society, information gathering methods and information analysis methods, explaining the questions and finally how to determine the reliability and validity of the research.

Fish, as an essential source of animal protein after rice, is the second essential component of the diet of low-income groups of people in many developing nations. With the world's population increase, the need for fish production also increases (Asadi, 2009). Healthy nutrition, which emphasizes the consumption of aquatic products, especially fish, is one of the dimensions of a healthy lifestyle and one of the critical social determinants of health. Factors such as availability, price, and food culture in each community affect the quantity and quality of fish consumption in people's diets. (Rezai Penderi et al., 2014). The increase in the world's population and the decrease in the level of agricultural land for various reasons, including the conversion of agricultural land to residential and industrial land, have caused the food supply of the growing population to face serious problems.

On the other hand, scientific research has shown that the future of supplying protein materials needed by humans depends on the seas and water environments. The seas and oceans can produce about 240 million tons of fish annually; of this amount, about 80 million tons should be considered as reproduction reserves and 80 tons as food for other fish. Therefore, humans can only rely on the remaining 80 million tons in the seas. Since it is not expected that marine resources can alone provide the permanent protein needed for nutrition, the increase in demand for aquatic animals should be provided through aquaculture (Ansari Ardali, 2017).

The share of aquatics in supplying human food should reach 164 million tons by 2025, of which 64 million tons are related to aquaculture and the rest from sea fishing. While now, 15 million tons of aquatic products produced worldwide result from the breeding and breeding of aquatic

animals (Bani Asad et al., 2010). The rapid development of the fisheries industry in recent decades has played a unique role in attracting the attention of officials and people to aquatics. Due to the country's rapid development in recent decades, people's eating habits are also changing rapidly. Marketing experts believe there is a rapid change in the behavior of aquatic consumers in developing countries (Adeli et al., 2018). The increase in population, the lack of protein production, the increase in the price of red meat in recent years, and the low per capita consumption compared to other countries are among the reasons that can increase the demand for a fish market in the future of Iran (Nejad Rezaei et al., 2015). The nature of production and exploitation of breeding units is different from fishing from shores. There is more control over production in breeding units, and it is possible to manage production at a high level (Naghshine Fard et al., 2011). Considering the role of aquaculture in providing food resources, health, food security as well as job creation on the one hand and the limitation of water resources and the necessity of sustainable use of resources, it is necessary to include the category of sustainability in this section and include it as a principle in the production and expansion of aquaculture (Farashi et al., 2019). From a social point of view, there is a two-way relationship with aquaculture, so, on the one hand, people's taste and their views of farmed fish affect the product market in a particular area.

On the other hand, the development of farm farms can increase the quality and standard of living. The people of the region work in this sector and improve their living conditions (Motamed et al., 2017); in addition, it has attracted the financial contributions of banks and credit funds to the region, which will achieve job security and prosperity in the long term. Moreover, it brings work (Talib et al., 2014).

Research questions

1 What are the factors influencing the creation of fish-related businesses?

2 What is the priority of factors affecting the creation of fish-related businesses?

Research literature

Fish, as an essential source of animal protein after rice, is the second essential component of the diet of low-income groups of people in many developing nations. With the world's population increase, the need for fish production also increases (Asadi, 2009). Healthy nutrition, which emphasizes the consumption of aquatic products, especially fish, is one of the dimensions of a healthy lifestyle and one of the critical social determinants of health. Factors such as availability, price, and food culture in each community affect the quantity and quality of fish consumption in people's diets. (Rezaei Penderi et al., 2014). The increase in the world's population and the decrease in the level of agricultural land for various reasons, including the conversion of agricultural land to residential and industrial land, have caused the food supply of the growing population to face serious problems. On the other hand, scientific research has shown

that the future of supplying protein materials needed by humans depends on the seas and water environments. The seas and oceans can produce about 240 million tons of fish annually; of this amount, about 80 million tons should be considered as reproduction reserves and 80 tons as food for other fish. Therefore, humans can only rely on the remaining 80 million tons in the seas. Since it is not expected that marine resources can alone provide the permanent protein needed for nutrition, the increase in demand for aquatic animals should be provided through aquaculture (Ansari Ardali, 2017). The share of aquatics in supplying human food should reach 164 million tons by 2025, of which 64 million tons are related to aquaculture and the rest from sea fishing. While now, 15 million tons of aquatic products produced worldwide result from the breeding and breeding of aquatic animals (Bani Asad et al., 2010). The rapid development of the fisheries industry in recent decades has played a unique role in attracting the attention of officials and people to aquatics. Due to the country's rapid development in recent decades, people's eating habits are also changing rapidly. Marketing experts believe there is a rapid change in the behavior of aquatic consumers in developing countries (Adali et al., 2017). The increase in population, the lack of protein production, the increase in the price of red meat in recent years, and the low per capita consumption compared to other countries are among the reasons that can increase the demand for a fish market in the future of Iran (Nejad Rezaei et al., 2015). The nature of production and exploitation of breeding units is different from fishing from shores. There is more control over production in breeding units, and it is possible to manage production at a high level (Map of Fard et al., 1390: 134). Considering the role of aquaculture in providing food resources, health, food security as well as job creation on the one hand and the limitation of water resources and the necessity of sustainable use of resources, it is necessary to include the category of sustainability in this section and include it as a principle in the production and expansion of aquaculture (Naghshine Fard et al., 2011). From a social point of view, there is a two-way relationship with aquaculture, so, on the one hand, people's taste and their views of farmed fish affect the product market in a particular area. On the other hand, the development of farm farms can increase the quality and standard of living. The people of the region work in this sector and improve their living conditions (Motamed et al., 2017); in addition, it has attracted the financial contributions of banks and credit funds to the region, which will achieve job security and prosperity in the long term. Moreover, it brings work (Taleb et al., 2014).

Innovation: Innovation is identifying and performing business activities in a new way (Nasip et al., 2017).

Source of control: Internal source of control means that people believe they can control their lives, and external source of control means that they

believe that environmental factors control their decisions and lives and that people cannot influence them. To have is defined (Router, 1996).

Self-confidence: Self-confidence is a person's belief in his ability to organize and implement a project or a specific set of tasks that is necessary to achieve specific goals or selected results, and in this case, creating a business, definition (Vidal-San & Lopez-Panicello, 2013).

Risk propensity: Risk propensity refers to an individual's perceived likelihood of receiving the reward associated with the success of a situation before facing the consequences of failure, the alternative situation offering less reward, and the severe consequences of the proposed situation (Nasip et al., 2017).

Need for achievement: The need for achievement involves a person's desire to excel or succeed in competitive situations. (Schipper et al., 2011).

Ambiguity Tolerance: Ambiguity tolerance is the tendency to view situations without precise results and as attractive rather than threatening (Nasip et al., 2017).

Attitude towards behavior: Creating a business is related to a person's positive attitude towards the responsibility of learning, work, and life related to business (Shaw & Simro, 2017).

Perceived Behavioral Control: Perceived behavioral control is the opinions of individuals on how to facilitate value creation through innovative interaction, risk-taking activities, and active actions in the organizational environment (Kong & An, 2016).

Subjective norms: A person's perception of what others, such as friends and family members, think about doing or not doing a behavior (Cameron et al., 2012). Alternatively, perceived social pressure to perform or not perform a specific behavior (Shaw & Simro, 2017).

Business creation: Business creation is the number of actions a business enthusiast takes to implement behavior and adopt the motivational factors affecting that behavior to create a business (Shaw & Simro, 2017).

Research background

For the first time, Michael Porter (1990), in a book titled The Comparative Advantage of Nations, specifically proposed the theory of business clusters. Porter defines *clusters* as the spatial concentration of interrelated companies that operate in a specific field and create advantages. Like technology, the head of knowledge and regional concentration and supply of raw materials are needed by other companies (Humphrey & Schmitz, 1983).

Trekker (2009) conducted research titled In this research, he considers the university's development of students' entrepreneurial skills and abilities to be one of the most critical determinants of their entrepreneurial intention.

Otto et al. (2001) studied business goals among students in Scandinavia and the United States of America. This study was conducted on London Business School students in business intention. No significant effect of subjective norms on business intention was observed in their studies. On

the other hand, attitude towards Business and perceived behavioral control over career choice are significantly related to business intention.

Basu and Virik (2010) conducted research titled Analysis of personal tendencies, social norms, and behavioral controls on Business. The research results show that the three factors of personal tendencies, social norms, and observed behavioral control have a direct relationship with the understanding of the individual's ability to be an entrepreneur and control activities in job regulation.

Linen et al. (2011) researched "Effective factors on the levels of willingness to do business: Examining the role of education." The research model was based on the theory of planned behavior. A sample consisting of 549 final-year students was selected from two Spanish universities. The structural equation technique results showed that individual attitude and perceived behavioral control are the most critical factors affecting entrepreneurial tendencies. Also, the influential role of education in creating these tendencies and attitudes was investigated.

Koe and others (2012) Determining business goals among the millennial generation. This conceptual article studied business intention by expanding Ajzen's behavioral theory. Specifically, knowledge, experience, and relationships are independent variables, and attitude, social attitude, perceived behavioral control, and personality traits act as mediating variables. The research results showed that the independent variables, directly and indirectly, affect business intention.

Fayol et al. (2014) researched beyond business intention: business values and Motivations. They suggested that the two factors of values and motivations are significant for developing background goals.

Matt et al. (2015) conducted research identifying factors affecting business intention in design technology students. The number of 54 students of technological engineering at Kulalanpur University was studied as a statistical sample. A questionnaire containing 54 questions was published and extracted from this questionnaire. The research results on this factor among students also had resources for the need for three internal controls, progress, and mental norms as determinants of entrepreneurial goals.

Patrick Iglesias (2016) researched the impact of business programs on university students. The research results show that students' default in business was limited because the beliefs and perceived risk about it hindered the implementation of their decisions to start a business.

Nasip et al. (2017) conducted a research titled "Psychological Characteristics and Business Intention: A Study among Students of the University of North Borno, Malaysia." This research aims to examine the relationship between individual psychological characteristics (for example, innovativeness, locus of control, self-confidence, risk-taking, need for success, and uncertainty tolerance) and business intention. A total of 676 master's students of the University of Malaysia Sabah participated in this survey.

The data were analyzed using the least squares method. It shows that innovation, self-confidence, self-worth, the need to succeed, and tolerance for mistakes are positive in business in undergraduate students. However, locus of control is not significantly related to entrepreneurial intention.

Shaw and Simro (2017) conducted a study titled "Intention and Work among Pakistani public sector students." This research aims to identify the factors that can influence influential businesses. The abstract concept in this study is the theory of planned behavior in a descriptive way in which a cross-section is randomly collected from different public universities in Pakistan. The data collection tool was a questionnaire. Respondents were undergraduate as well as graduate students studying business or related fields. 385 usable questionnaires were analyzed using Statistical Package for Social Sciences version 21. The Pearson correlation and multiple regression analyses showed that attitude towards behavior and mental norms have a positive and significant relationship with entrepreneurial intention. On the other hand, perceived behavioral control is not related to business intention.

In his stories, Smallbone (2017) identified the major issues facing small and medium-sized rural entrepreneurs in seven small market factors, limited choice of the labor force, weakness in communication and transportation infrastructure, lack of proper access to information, and so on. Consulting services related to commercial affairs, access to financial resources, and inappropriate institutional space are categorized.

Badini et al. (2018) showed that the technological level of the company, social factors, legal and regulatory factors, property rights, and physical capital are among the vital factors of the success of small and medium companies. They are small and medium.

In its report on entrepreneurship in 2020, 2019, and 2018, Gem has given the first step for Iran to take the right path in entrepreneurship to think about the potential of people in the society and be aware of the actual state of entrepreneurship.

Research methodology

The research method in this thesis is applied in terms of its purpose and descriptive-analytical in terms of the type of data collection method, and it is done by using library studies and field investigations. The statistical population of this research is warm water fish farmers and experts in this profession in Guilan province. The community investigated in this research were warm-water fish aquaculturists and experts in Guilan province, among whom several samples were selected based on the Delphi method, and they completed the questionnaire. Due to the type of research and faster access to the observers' comments, the best data collection method in this research is the field method.

Identification of factors

To identify the influential factors of research, library sources, articles, and scientific theses were used in this field, which the following table shows along with the sources used.

Table 1 Factors affecting business success

Agents	Resource
Attitude towards business, society norms, and belief in self-efficacy	Barani et al. (2010), Arasti et al. (2012), Rahmanian Koushakki et al. (2012)
Age, level of education, receiving a loan, economic barriers, activity history, income, acquiring the necessary skills, and risk-taking.	Jamshidi Far et al. (2010)
Psychological variables include creativity and innovation, risk-taking, determination and hard work, internal control, and the spirit of learning.	Aghajani and Ganjekhor (2010), Mahdavi et al. (2015)
Educational, psychological, communicative, and academic	Ghasemi and Asadi (2010), Katebi Pour and Zia (2014)
Psychological, academic and educational, demographic, and environmental characteristics	Farahani et al. 2015
Attitude and perceived behavioral control	Karimi 2016
Motivation to progress, seeking challenges, marketing skills, and pragmatism	Hosseini Nia et al. (2017)
Attitude toward business and perceived behavioral control over career choice	Otto et al. (2001)
Developing entrepreneurial skills and abilities	Turker (2009)
Internal control, need for progress, and mental norms.	Mat et al. (2015)
Values and motivations	Ferreira et al. (2012)
Innovativeness, internal control, willingness to take risks, self-confidence, need for success, tolerance of ambiguity	Nasip et al . (2017)
Behavioral attitude, perceived behavioral control, subjective norms, business creation	Shah & Soomro (2017)

Figure 1 An overview of the factors identified in the fish business
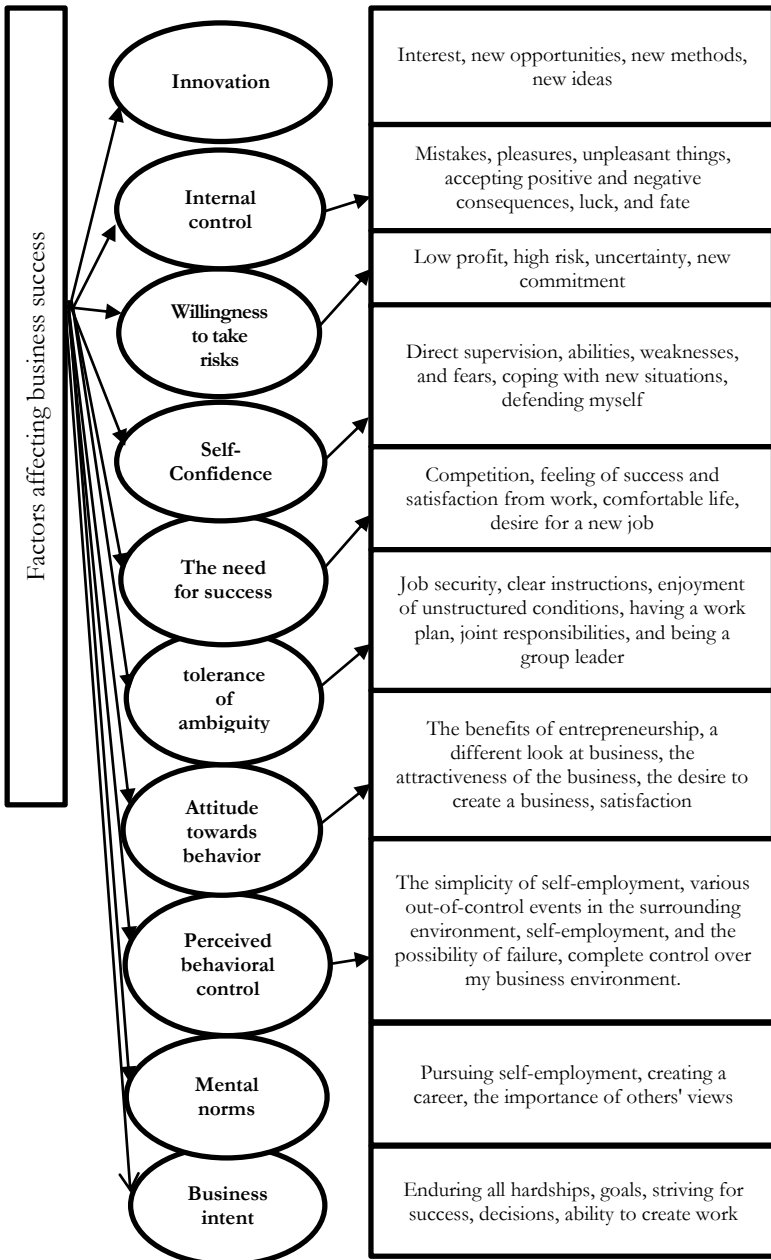
In the continuation of this research, the questionnaire of paired comparisons was given to the experts, who were asked to evaluate the importance of the criteria in the following order. 9 questionnaires were distributed, and all of them were returned. The return rate was 0.100. In this research, in order to analyze the available information, Excel and Expert Choice software were used.

Saati and his colleagues provide Expert Choice software to support the AHP method.

Innovation index ranking

The innovation index had four sub-indices of interest, new opportunities, new methods, and new ideas. Table 2 shows the priority of selecting sub-indices based on the hourly method. Figure 2 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the interest sub-index with a weight of 0.334 has the highest value, and the new opportunities sub-index with a weight of 0.167 has the lowest value among the indexes. The inconsistency coefficient of this test is 0.09, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 2 The priority of selecting the innovation index

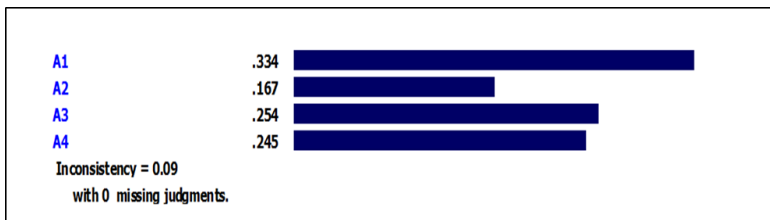| Symbol		interest	New opportunities	New methods	new ideas
A1	interest	-	2	2	2
A2	New opportunities	-	-	1	0/5
A3	New methods	-	-	-	2
A4	new ideas	-	-	-	-

Figure 2 Ranking of innovation index

Internal control index ranking

The internal control index had five sub-indices: mistakes, pleasure, uncomfortable things, acceptance of positive and negative consequences, luck, and fate. Table 3 shows the priority of selecting sub-indices based on the hourly method. Figure 3 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the sub-index of accepting positive and negative consequences with a weight of 0.231 has the highest value, and the sub-index of uncomfortable things with a weight of 0.144 has the lowest value among the indicators. The inconsistency coefficient of this test is 0.09, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 3 The priority of choosing the internal control index

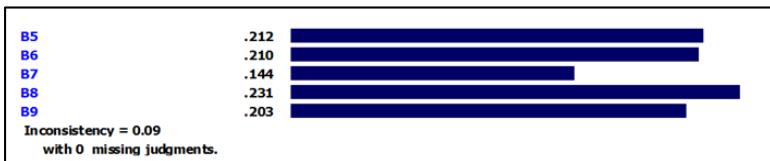| Symbol		mistake	Pleasure	Disturbing cases	Accepting positive and negative consequences	Luck and fate
B5	mistake	-	1	2	1	1
B6	Pleasure	-	-	1	2	0/5
B7	Disturbing cases	-	-	-	0/5	1
B8	Accepting positive and negative consequences	-	-	-	-	2
B9	Luck and fate	-	-	-	-	-

Figure 3 Internal control index rating

Ranking of the risk appetite index

There were four sub-indices of low profit, high risk, uncertainty, and new commitment in the risk appetite index. Table 4 shows the priority of choosing sub-indices based on the hourly method. Figure 4 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the low-profit sub-index with a weight of 0.347 has the highest value, and the high-risk sub-index with a weight of 0.180 has the lowest value among the indexes. The inconsistency coefficient of this test is 0.09, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 4 The priority of choosing the risk appetite index

symbol		low profit	high risk	Unreliability	New commitment
C10	low profit	-	1	2	2
C11	high risk	-	-	0/5	0/5
C12	Unreliability	-	-	-	1
C13	New commitment	-	-	-	0

Figure 4 Risk propensity index rating

Confidence index ranking

The self-confidence index contained five sub-indices of direct supervision, ability, weaknesses, fears, dealing with new situations, and self-defense. Table 5 shows the priority of selecting sub-indices based on the hourly method. Figure 5 shows each sub-indexes weight based on experts'

opinions. As shown in this figure, the ability sub-index with a weight of 0.306 has the highest value, and the weaknesses and fears sub-index with a weight of 0.106 have the lowest value among the indicators. The inconsistency coefficient of this test is 0.05, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 5 The priority of choosing the self-confidence index

Symbol		Direct supervision	Ability	Weaknesses and fears	Dealing with new situations	Self-Defense
D14	Direct supervision	-	1	2	2	2
D15	Ability	-	-	2	3	2
D16	Weaknesses and fears	-	-	-	0/5	0/5
D17	Dealing with new situations	-	-	-	-	2
D18	Self-Defense	-	-	-	-	0

D14	.273
D15	.306
D16	.106
D17	.174
D18	.140

Inconsistency = 0.05
with 0 missing judgments.

Figure 5 Confidence index rating

Ranking of the need for success index

In need for success index, there were four sub-indices of competition, feeling of success and job satisfaction, comfortable life, and desire for a new job. Table 6 shows the priority of choosing sub-indices based on the hourly method. Figure 6 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the competition sub-index with a weight of 0.347 has the highest value, and the willingness to new job sub-index with a weight of 0.180 has the lowest value among the indexes. The inconsistency coefficient of this test is 0.09, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 6 The priority of choosing the indicator of the need for success

Symbol		Competition	Feeling successful and satisfied with work	easy life	Desire for a new job
E19	Competition	-	2	2	1
E20	Feeling successful and satisfied with work	-	-	1	2
E21	easy life	-	-	-	2
E22	Desire for a new job	-	-	-	-

E19	.347
E20	.237
E21	.237
E22	.180

Inconsistency = 0.09
with 0 missing judgments.

Figure 6 Index rating of the need for success

Rating of ambiguity tolerance index

The ambiguity tolerance index contained six sub-indices of job security, clear instructions, enjoyment of unstructured conditions, a work plan, shared responsibilities, and being a group leader. Table 7 shows the priority of selecting sub-indices based on the hourly method. Figure 7 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the sub-index of job security with a weight of 0.211 has the highest value, and the sub-index of enjoyment of certain unstructured conditions with a weight of 0.100 has assigned the lowest value among the indexes. The inconsistency coefficient of this test is 0.04, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 7 The priority of choosing the ambiguity tolerance index

Symbol		Job security	Clear instructions	Enjoy unstructured situations	The existence of a work plan	Shared responsibilities	Being the leader of the group
F23	Job security	-	2	2	1	1	1
F24	Clear instructions	-	-	2	2	2	1
F25	Enjoy unstructured situations	-	-	-	1	0/5	0/5
F26	The existence of a work plan	-	-	-	-	1	1
F27	Shared responsibilities	-	-	-	-	-	1
F28	Being the leader of the group	-	-	-	-	-	-

F23 .211
F24 .207
F25 .100
F26 .135
F27 .154
F28 .193
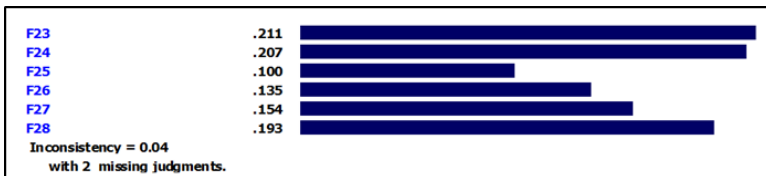Inconsistency = 0.04
with 2 missing judgments.

Figure 7 Ambiguity tolerance index rating

Rating of attitude index toward behavior

Satisfaction was found in the index of attitude towards behavior, entrepreneurship benefits, different views of business, the attractiveness of the business, and willingness to create a business. Table 8 shows the priority of selecting sub-indices based on the hourly method. Figure 8 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the sub-index of entrepreneurship benefits with a weight of 0.346 has the highest value, and the sub-index of a different view of business with a weight of 0.113 has the lowest value among the indexes. The inconsistency coefficient of this test is 0.02, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 8 The priority of choosing the index of attitude toward behavior

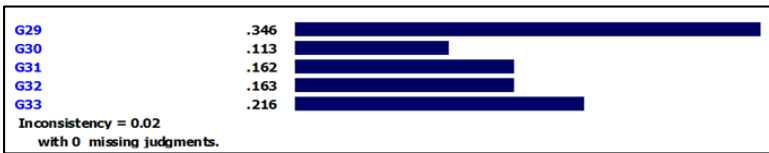| Symbol		Advantages of entrepreneurship	A different look at business	Business attractiveness	Desire to create a business	satisfying
G29	Advantages of entrepreneurship	-	3	2	2	2
G30	A different look at business	-	-	1	0/5	0/5
G31	Business attractiveness	-	-	-	1	1
G32	Desire to create a business	-	-	-	-	0/5
F33	satisfying	-	-	-	-	-

Figure 8 Index rating of attitude toward behavior

Rating of control index

In the control index, the sub-index of the simplicity of self-employment, various and out-of-control events in the surrounding environment, the possibility of failure, and control of the business environment were located. Table 9 shows the priority of selecting sub-indices based on the hourly method. Figure 9 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the simplicity of self-employment with a weight of 0.334 has the highest value, and the sub-index of various and out-of-control events in the surrounding environment with a weight of 0.167 has assigned the lowest value among the indicators. The inconsistency coefficient of this test is 0.09, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 9 The priority of choosing the control index

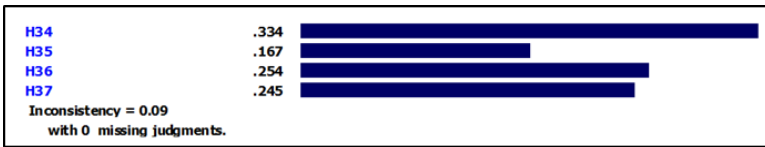| Symbol		The simplicity of self-employment	Various and out of control events in the surrounding environment	The possibility of failure	Business environment control
H34	The simplicity of self-employment	-	2	2	1
H35	Various and out of control events in the surrounding environment	-	-	1	0/5
H36	The possibility of failure	-	-	-	2
H37	Business environment control	-	-	-	-

Figure 9 Control index rating

Index ranking of subjective norms

In the index of subjective norms, the sub-index of seeking self-employment, building a career, and the importance of others' views were located. Table 10 shows the priority of choosing sub-indices based on the hourly method. Figure 10 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the sub-indices of pursuing self-employment and creating a career, with a weight of 0.400, have the highest value, and the sub-index of the importance of others' views, with a weight of 0.200 has assigned the lowest value among the indicators. The inconsistency coefficient of this test is 0.00, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 10 The priority of choosing the index of mental norms

Symbol		Seeking self-employment	Create a career	The importance of other people's views
I38	Seeking self-employment	-	1	2
I39	Create a career	-	-	2
I40	The importance of other people's views	-	-	-

Figure 10 Index rating of mental norms

Business intention index ranking

In the index of business intention, there was a sub-index of bearing all hardships, goals, efforts, decisions, and ability to create work. Table 11 shows the priority of selecting sub-indices based on the hourly method. Figure 11 shows each sub-indexes weight based on experts' opinions. As shown in this figure, the decision sub-index with a weight of 0.250 has the highest value, and the sub-index of the importance of others' views with a weight of 0.127 has assigned the lowest value among the indicators. The inconsistency coefficient of this test is 0.07, considering that this number is smaller than 0.1, so the pairwise comparison is valid in this index.

Table 11 The priority of choosing the index of business intention

Symbol		Endure all the hardships	Target	Effort	Decision	Ability to create work
J41	Endure all the hardships	-	1	1	2	2
J42	Target	-	-	1	1	2
J43	Effort	-	-	-	2	0/5
J44	Decision	-	-	-	-	0/5
J45	Ability to create work	-	-	-	-	-

Figure 11 Business Intention Index Ranking

Research results

Question 1: What are the factors influencing the creation of fish-related businesses?

By examining past studies and experts' opinions, the factors influencing the creation of fish-related businesses have been identified as follows:

Innovation: Innovation is identifying and performing business activities in a new way (Nasip et al., 2017).

Source of control: Internal source of control means that people believe they can control their lives, and external source of control means that they believe that environmental factors control their decisions and lives and that people cannot influence them. To have is defined (Router, 1996).

Self-confidence: Self-confidence is a person's belief in his ability to organize and implement a project or a specific set of tasks that is necessary to achieve specific goals or selected results, and in this case, creating a business definition (Vidal-San & Lopez-Panicello, 2013).

Risk propensity: Risk propensity refers to an individual's perceived likelihood of receiving the reward associated with the success of a situation before facing the consequences of failure, the alternative situation offering less reward, and the severe consequences of the proposed situation (Nasip et al., 2017).

Need for achievement: The need for achievement involves a person's desire to excel or succeed in competitive situations. (Schipper et al., 2011).

Ambiguity Tolerance: Ambiguity tolerance is the tendency to view situations without precise results and as attractive rather than threatening (Nasip et al., 2017).

Attitude towards behavior: Creating a business is related to a person's positive attitude towards the responsibility of learning, work, and life related to business (Shaw & Simro, 2017).

Perceived Behavioral Control: Perceived behavioral control is the opinions of individuals on how to facilitate value creation through innovative interaction, risk-taking activities, and active actions in the organizational environment (Kong & An, 2016).

Subjective norms: A person's perception of what others, such as friends and family members, think about doing or not doing a behavior (Cameron et al., 2012). Alternatively, perceived social pressure to perform or not perform a specific behavior (Shaw & Simro, 2017).

Business creation: Business creation is the number of actions a business enthusiast takes to implement behavior and adopt the motivational factors affecting that behavior to create a business (Shaw & Simro, 2017).

Second question: What is the priority of factors affecting the creation of fish-related businesses?

The research results have shown that the internal control, with a weight of 0.148, has the highest value, and the self-confidence index, with a weight of 0.055, has been assigned the lowest value among the indicators.

Regarding the dimension of innovation, the results showed that innovation with a weight of 0.145 affects business creation. With the increase of innovation, a person's confidence in his abilities to start and manage a new business increases. His evaluation and attitude toward entrepreneurship become more positive and more attractive to him.

The results obtained from the examination of this question showed that the variable of the source of internal control with a weight of 0.148 has an effect on creating a business. The results obtained from this dimension are consistent with the research results of Nasip et al. (2017). However, it does not match the research results of Matt et al. (2015).

Regarding the variable of self-confidence, with a weight of 0.055, it affects the creation of a business. This research showed that there is a relationship between self-confidence and entrepreneurial intention. Fear of success as an obstacle to personal growth and development makes people less motivated to show their abilities. The results obtained are consistent with the research results of Nasip et al. (2017). Regarding risk appetite, it is concluded that there is a significant positive relationship between risk appetite and business creation with a weight of 0.105; that is, with the increase in risk tolerance, the entrepreneurial intention also increases since the risk is the basis of It is considered entrepreneurship and also, being an entrepreneur requires high-risk tolerance, especially in today's environment which is very competitive, complex, dynamic and uncertain. The obtained results are consistent with the research results of Nasip et al. (2017).

The need for success dimension with a weight of 0.062 has an impact on creating a business. McClelland concluded from his research that the desire for success is more robust in people who start their economic activities, and then he concluded that there is a desire for success in people who are successful in entrepreneurial activities. The obtained results are consistent with the research results of Nasip et al. (2017) and Matt et al. (2015).

Regarding tolerance of ambiguity, the results of the investigation of this question showed that the variable of tolerance of ambiguity with a weight of 0.094 affects creating a business. The results obtained are consistent with the research results of Nasip et al. (2017).

The attitude towards the behavior with a weight of 0.094 has a strong relationship with creating a business. This result indicates that the formation of business behavior is more based on individual considerations.

The results obtained from this research are consistent with the research results of Shaw and Simro (2017).

Regarding the control index, with a coefficient of 0.082, it has a significant relationship with creating a business. This result indicates that the formation of business creation is based on individual considerations rather than normative and social considerations. Deciding on a future career may be of little importance to a person, and he may pay less attention to the opinions and opinions of others in this regard. In other words, deciding about the identity of people, that is, how they perceive themselves as a person, how they evaluate themselves, and what actions and behaviors they consider themselves capable and willing to perform. The motivations, interests, internal forces, and, finally, aquaculture's psychological structure and personality are made and discussed in this way. Many of the abilities and capabilities necessary for business and work, such as determination for change and innovation, leadership, and risk tolerance, are more consistent in these people. These results are consistent with the results of previous studies such as Karimi et al. (2014). , and Kueh and others (2012), But it does not match with the research results of Shaw and Simro (2017).

Regarding mental norms, a weight of 0.105 affects business creation. This result indicates that the formation of business ethics is based on individual considerations rather than normative and social considerations. The results obtained from this research are consistent with the research results of Shaw and Simro (2017) and Otto et al. (2001). However, it does not match the research results of Matt et al. (2015).

Application suggestions

Based on the results obtained from this research, it is suggested that the organizations and institutions in charge of policy making in the matter of work, holding psychological courses in order to strengthen the personality traits that influence the creation of business among fish farmers, should lead to economic.

According to the research findings, paying attention to the relationship between the components of psychological characteristics and business is suggested by setting up an appropriate curriculum and providing rich and practical materials and content related to these characteristics in courses such as the Basics of Creating a Business. Moreover, work, the elements of creativity and innovation, risk-taking, and strengthening the place of internal control should be cultivated and institutionalized in the depths of the minds of people and knowledge receivers. Considering the importance of developing these characteristics in every member of society, especially youths, teenagers, and young children who are the builders of the future of their country, this action can be planned and structured in the long term from school and elementary and preschool education. Moreover, with a practical and workshop approach, it should be implemented in the country's education system.

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INDIA'S TEXTILE AND APPAREL INDUSTRIES AND FUTURE OPPORTUNITIES

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Abstract

Textile in India have long history dating back to further than 5000 BC and there were archeological substantiation that we had an abundant coffers and van in supplying the finest cloth products to the rest of the world. This sector cannot be ignored because it's the second largest sector furnishing employment openings both organized and unorganized sectors. The cloth assiduity employs about 51 million people directly and 68 million people laterally. The cloth assiduity has two broad parts. First, the unorganized sector consists of handloom, crafts and sericulture, which are operated on a small scale and through traditional tools and styles. The textiles and apparel industry in India has strengths across the entire value chain from fiber, yarn, fabric to apparel. The Indian textile and apparel industry is highly diversified with a wide range of segments ranging from products of traditional handloom, handicrafts, wool, and silk products to the organized textile industry in India. The organized textile industry in India is characterized by the use of capital-intensive technology for the mass production of textile products and includes spinning, weaving, processing, and apparel manufacturing. India's readymade garment exports to see a CAGR of 12-13% and surpass $ 30 Bn by 2027. The alternate is the organized sector conforming of spinning, vesture and garments member which apply ultramodern ministry and ways similar as husbandry of scale. The Indian cloth assiduity exhibits rich artistic heritage of India with wide variety of fabrics, ways and tinges that reflect the different set of people and traditions across the country. One of the oldest diligence in India, it covers an expansive diapason of parts, from hand woven/ hand- spun, unorganized member on one end to capital and technology ferocious organized member on the other. India is the largest patron of Jute in the world and is the second largest patron of silk and cotton encyclopedically. This composition explores with the current performance of Indian Textile and Apparel assiduity & Government programs and future of this sector.

Keywords: *Indian Textile and Apparel Industry, strengths Market Size, export, Employment,Economic Development and Growth. Traditional*

The textile sector is the oldest and largest manufacturing sector in India. During the past decade, the Indian textile industry was plagued with many issues such as regulations regarding to licensing and policy distortions which had fragmented the industry. It was a roller coaster ride for the Indian textile sector. It was not able to capitalize more on the global trade regime. Indian textile sector saw countries like China Bangladesh, Sri Lanka, and Pakistan racing ahead of it even without any significant upstream textile industry strength. Despite all concerns, the industry saw a GDP of more than 6%. The domestic sector also saw a significant growth

India's textiles sector is one of the oldest industries in Indian economy dating back several centuries. Even today, textiles sector is one of the

largest contributors to India's exports with approximately 15 per cent of total exports. The textiles industry is also labour intensive and is one of the largest employers.

The Indian textiles industry is extremely varied, with the hand-spun and hand-woven textiles sectors at one end of the spectrum, while the capital intensive sophisticated mills sector at the other end of the spectrum. The decentralized power looms/ hosiery and knitting sector form the largest component of the textiles sector. The close linkage of the textile industry to agriculture (for raw materials such as cotton) and the ancient culture and traditions of the country in terms of textiles make the Indian textiles sector unique in comparison to the industries of other countries. The Indian textile industry has the capacity to produce a wide variety of products suitable to different market segments, both within India and across the world.

The Indian textile and apparel market size reached US$ 172.3 Billion in 2022. Looking forward, IMARC Group expects the market to reach US$ 387.3 Billion by 2028, exhibiting a growth rate (CAGR) of 14.59% during 2023-2028. The increasing demand for premium quality clothing and footwear items, rising number of schemes launched by the Government of India to empower weavers, and the growing ethically sourced sustainable materials represent some of the key factors driving the market.

Textile refers to various fiber-based materials made by knitting, weaving, or stitching yarns and fabrics, while apparel refers to clothing and footwear items, such as shirts, pants, coats, skirts, suits, heels, sneakers, and boots worn by adults and children. They are intricately designed by skilled weavers and are produced from cotton, linen, leather, satin, lace, crepe, chiffon, silk, and denim or a blend of various materials. They rely on handlooms and power looms and play an integral part of the fashion industry. They are also dyed with various vibrant pigments and often coated with chemicals to make them water-resistant and durable.

Indian Textile and Apparel Market Trends

At present, the rising demand for textiles and apparel to manufacture premium quality clothing and footwear represents one of the key factors influencing the market positively in India. Besides this, the Government of India is undertaking initiatives to empower domestic textile manufacturers. They are consequently providing financial assistance to the weavers by launching production-linked incentive (PLI) schemes to improve the production of textiles and apparel in the country. In addition, the easy accessibility and availability of various raw materials, such as cotton, wool, and silk, in India is contributing to the growth of the market. Apart from this, key market players are manufacturing textiles and apparel with sustainable and ethically sourced materials, such as vegan leather and plant-based faux fur, to prevent animal cruelty and reduce the implementation of unethical practices in rearing animals. They are also

minimizing the use of various toxic chemicals in the textile processing and dying method to reduce water pollution in India. Additionally, the rising utilization of various silks and leather by luxury apparel brands to manufacture multiple clothing items and durable bags and footwear is propelling the growth of the market in the country. Moreover, the growing number of e-commerce businesses and distribution channels selling premium quality fabrics and apparel online is offering a favorable market outlook. Furthermore, the increasing demand for durable and long-lasting clothing and footwear items due to the rising awareness about the harmful impacts of fast fashion on the environment is bolstering the market growth in India.

Industry in 2023 - Trends

Textile industry in India growing at 15.3% until 2023. India is the second largest producer of textiles and garments in the world. India's fashion and apparel industry is a significant contributor to the country's economy, accounting for 2.3% of the GDP. The industry is projected to experience strong growth in the coming years, with a projected CAGR of 10%, and is expected to reach US$ 190 billion by 2025-26.

According to the Indian E-commerce Trends Report of Unicommerce, the online fashion and accessories industry in India witnessed an order volume growth of 20.9%, becoming the segment with the highest order volumes in FY22 as compared to the previous financial year.

Source: E-commerce Trends Report of Unicommerce

Keeping up with the fast-paced nature of the industry can be difficult for brands and retailers, as they need to stay ahead of the latest trends and styles while also managing costs and maintaining profitability. With a rotational shift happening in the industry, Unicommerce decided to go ahead and curate e-commerce fashion trends, challenges, opportunities, and solutions that can help you manage and schedule your business action plan in 2023.

Application of Textile

The most common application of textile is making apparel, bags, and other clothing accessories. Examples cover a wide range of application such as carpeting, towels, coverings, bedsheets, backpacks, tents, nets, handkerchiefs.

The textile is used in sports activities as the making of a parachute, or even in as making of a national flag. Textiles used for industrial use are referred to as technical textiles having its peculiar features.

Technical textiles are functional fabrics having applications across various industries including automobiles, civil engineering, agriculture, healthcare, and industrial safety, etc.

Market Overview

The Indian textile industry operates in both organized high scale and fragmented low scale structure. At one end of the spectrum, the traditional handspun located mostly in rural areas operates and on the other is the largely urban-based capital – intensive sector.

India is also the third largest producer of cotton, accounting for 15 percent of the global cotton crop. Likewise, India has the largest number of looms in place to weave fabrics, representing 64 percent of the world's installed looms. Of which, 98 percent of the looms are held by powerloom and handloom sectors. Composite mills account for 2 percent of India's installed looms and 4 percent of India's fabric output. India has a total of 2.37 million handlooms occupied by 4.33 million weavers.

The Indian textile and apparel industry contributes about 7% to industry output in value terms and approximately 4% to the country's GDP. Further, the industry contributes 14% to the manufacturing and 13% to the export earnings of the country. The industry is the second largest employer after agriculture, employing over 45 million people directly and over 65 million people indirectly. The industry accounts for nearly 15 percent of total exports. Currently, India is the third largest exporter of textiles and apparels with about 4.6% market share.

India is behind only China and the European Union. China accounts for 35.15% global share, while Vietnam holds 4.11% and Bangladesh enjoys 4.07% global textile share leading the Textile and Apparel exports as major manufacturing activities are concentrated in these regions. Home textile and furnishing sector comprise a major part of the overall textile industry. It includes terry towels, bed sheets, top of beds, curtains, pillow cases, rugs, carpets, etc. Bed and bath linen together constitute about 67% of the home textile industry.

Man-Made Fibres (MMF)

The domestic MMF industry mainly comprises two components i.e., polyester and viscose, which together accounts for about 94% (in volume terms) of the total textile. India is the second largest producer of Manmade Fibre (MMF) and Filaments globally after China, with the production of around 2,506 million kilograms in 2018. In 2018, 39% of the total exported textile was garments. Likewise, Cotton yarn and fabrics accounted for 23% of the total exported textile. Furthermore, Man Made textile held 14% export share and handloom and handicraft constituted 11% of the export share. The US is the largest importer of Indian textile.

It imported USD 3.8 billion worth of Indian textile accounting for 17% of total textile export from Indian in 2018. EU is the second largest market for Indian textile slightly lagging behind the USA.India exported USD 3.3 billion worth of textile making up 15% of the export share to the EU. Bangladesh and China are the other two key exporting markets which makes up a combined 16% export share.

List of top 10 export destination for domestic textiles:

Market	FY18 ($mn)	% Share
USA	3,881	17%
EU	3,318	15%
Bangladesh	2,268	10%
China	1,281	6%
Pakistan	687	3%
UAE	604	3%
Vietnam	554	2%
Sri Lanka	518	2%
Brazil	411	2%
South Korea	339	2%

Market Opportunities

India has a population of 1.5 billion people, denoting a huge domestic market that offers significant growth opportunities in domestic textiles and apparel consumption.

Demand for nonwoven textiles has been growing with burgeoning domestic attraction. The import facilitation has created opportunities to import machinery and technology at preferential tariffs and enter into FDI with foreign firms.

Demand for branded and quality home textiles has dramatically increased recently with increasing consciousness among the Indian population.

Growth opportunities exist for the introduction of quality branded products into this growing market.

India supplies 8 percent of the global demand for denim fabric. Per-capita denim consumption in India is estimated at 0.1 meters, about one-fifth of the global average. Domestic demand is expected to surge with the significant growth in the Indian economy and increased consumer spending on clothing.

Opportunities in the Apparel Industry

The Indian textile and apparel market has significant growth potential, with the industry projected to reach $190 billion by 2025-26. To reach this target and establish a sustainable textile industry, Indian businesses must take advantage of government support schemes, meet global buyer sustainability demands, and prioritize supply chain traceability.

OPPORTUNITIES IN THE APPAREL INDUSTRY

Domestic Textile & Apparel Industry In India(US$ Billion)

FY18	FY19	FY20	FY21	FY26F
90	100	106	75	190
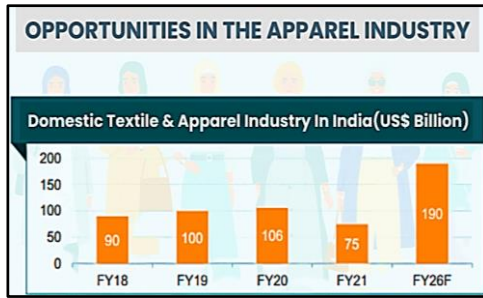
Source: Wazir Analysis

Textile Industry Challenges

Higher input costs compared to competing nations - India has one of the highest costs of capital compared to most competing countries which affect the cost of production and thus its competitiveness. The present lending rate in India stands at 11.0-12.5% while that in other competing countries like China and Vietnam. ranges from 5-7%. Also, the power cost in India is much higher compared to competing nations.

Absence of fiber neutrality - Globally, manmade textiles and garments are in high demand. But India, despite being a second largest textile exporter in the world, lags in this category because of unavailability of manmade fibers at competitive prices.

Low technology level - The Textile Industry is still equipped with low and outdated technologies especially in the power loom sector, processing, etc. In general, spending on R&D, product development, etc. by textile companies in India is quite low. As a result, India has had a nominal presence in high value-added segments and innovation-driven technical textile segment.

Poor Access to Credit - Major institutions providing input-credit are largely centralized and unable to reach the dispersed and largely home-based weavers and artisans.

Also, very few institutional sources are there to provide working capital to them. Due to this, artisans/weavers depend on their own sources of fund to cater to their fixed as well as working capital needs.

Absence of FTAs with major markets - Countries like Bangladesh, Turkey, Cambodia, Pakistan, etc. have duty free access in the major Textile markets of US and EU. Exporters from these countries enjoy duty preference ranging from 10% to 34%, depending on the product. Indian exports to these nations significantly more expensive compared to that from various other competing countries.

Fragmented nature of industry lacking economies of scale - Indian textile sector is largely unorganized and small in size, especially the fabric manufacturing, fabric processing, and garment manufacturing segments. These segments suffer from lack of capacities and use old technologies.

Capacity expansion or technology upgradation is a big challenge for these small and medium scale units with limited resources because of the higher risks perceived by lenders and also because of lack of awareness.

Market Size and Forecast

The market value of India's textile market as was around USD 164 billion, which is expected to touch USD 284 billion in value by 2020, growing at a CAGR of 13.58%. 70% of which is domestic consumption while exports constitute the rest 30%.

Domestic home textiles market will grow at 12% CAGR to reach a level of USD 15 billion in 2025 While, the technical textiles market is expected to grow by 13% CAGR over the same period to reach a level of USD 45 billion.

In terms of global ranking, India is ranked 2nd in textile export with 6% share and 5th in apparel export with a 4% share. Overall, India holds the second position with a 5% share of global exports.

Readymade garment makes up the largest export segment followed by cotton textile and manmade textile.The export of readymade garment fluctuated during 2016-19. In 2017-18, India exported readymade garment valued USD 17.37 billion, an increase of 2.4% from 2016-17. However, the export value declined by 3.8% in 2018-19.

Similarly, the export of cotton textile fluctuated during 2016-19 however, the average export value remained at USD 10.42 billion in 2017-18. As for manmade textile, there was a leveling off of export during the four year period started 2016 with a marginal fluctuation of less than 4%.

On the import side, cotton textile, manmade textile, and readymade garment are the major products shipped in India. Import of cotton textile is dramatically growing since 2016. During 2018-19, India imported USD 2.45 billion worth of cotton textile.
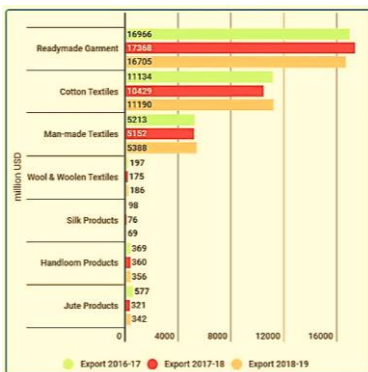
Similarly, import of readymade garment is steadily rising at 30% growth rate. Import of Manmade textile has taken increasing pace to reach USD 2.26 billion import value in 2018-19 despite a slowdown in import during 2017-18.
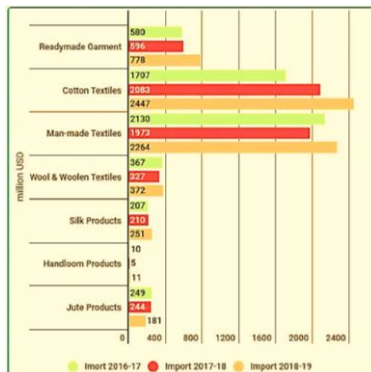
Production (Million Kgs) 2017-18
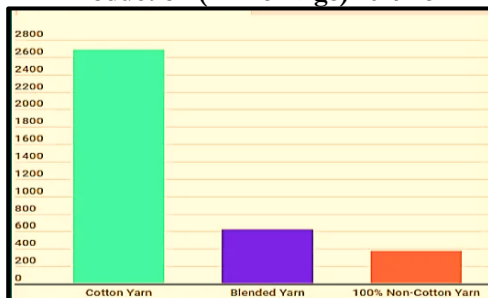
Source:Wazir Analysis

Source: Wazir Analysis   Source:Wazir Analysis

Indian Textile and Apparel Market: Industry: Growth, Opportunity and Forecast 2023-2028-

The Indian textile and apparel market size reached US$ 172.3 Billion in 2022. Looking forward, IMARC Group expects the market to reach US$ 387.3 Billion by 2028, exhibiting a growth rate (CAGR) of 14.59% during 2023-2028.

Textile refers to various fiber-based materials made by knitting, weaving, or stitching yarns and fabrics, while apparel refers to clothing and footwear items, such as shirts, pants, coats, skirts, suits, heels, sneakers, and boots worn by adults and children. They are intricately designed by skilled weavers and are produced from cotton, linen, leather, satin, lace, crepe, chiffon, silk, and denim or a blend of various materials. They rely on handlooms and power looms and play an integral part of the fashion industry. They are also dyed with various vibrant pigments and often coated with chemicals to make them water-resistant and durable.

The Indian textile industry is one of the oldest and largest industries in the country, employing over 4 crores 5 lakh people and contributing significantly to the GDP. The textile segment is considered one of the key drivers of the economy as it accounts for around US$40 billion.

Indian textile and apparel industry Growth

The Indian textile and apparel industry is expected to grow at 10% CAGR from 2019-20 to reach US$ 190 billion by 2025-26. India has a 4% share of the global trade in textiles and apparel.

India is the world's largest producer of cotton. Estimated production stood at 362.18 lakh bales during cotton season 2021-22. Domestic consumption for the 2021-22 cotton season is estimated to be at 338 lakh bales. Cotton production in India is projected to reach 7.2 million tonnes (~43 million bales of 170 kg each) by 2030, driven by increasing demand from consumers.

India's textile and apparel exports (including handicrafts) stood at US$ 44.4 billion in FY22, a 41% increase YoY. India's textile and apparel exports to the US, its single largest market, stood at 27% of the total

export value in FY22. Exports of readymade garments including cotton accessories stood at US$ 6.19 billion in FY22.

India's textiles industry has around 4.5 crore employed workers including 35.22 lakh handloom workers across the country.

Source:Wazir Analysis

Conclusion

The outlook for the Indian textile industry seems promising, coupled with both strong domestic consumption as well as export demand. India holds a 4.6% global share for textile export and in the next decade, Indian will enjoy over 10-15% share in global textile export. Majority of the Indian textile manufacturers export more than 40% of their production to the international market.

On the front end, the organized apparel segment is also expected to grow at a CAGR of more than 13 percent over a 10-year period. The Union Ministry of Textiles plans to enter into bilateral agreements with Africa and Australia along with working on a new textile policy to aim to double the textile export in a decade. From the review of various articles listed in this paper, it is evident that Indian Textile and Apparel sector has a very positive sign of growth. The Government of India has completing to boost this sector by setting -up of Integrated Textile Parts, Technology Fund Up gradation Scheme, allowing 100% Foreign Direct Investment etc. As per the latest report, India topped number one in the cotton production.

The other factors which boost the Indian textile & Apparel sectors like; Increased penetration of Retail Sector; High Income of Middle class segments; Development of infrastructure; Favorable Government policies; Abundant raw materials availability

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CRITICAL DISCOURSE ANALYSIS: A QUANTITATIVE RESEARCH DESIGN

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Abstract

Discourse Analysis, in its theoretical origins, proposes a basic communicative unit that exceeds, in its full sense, the grammatical sentence. In order to fulfil this objective of "going beyond" the sentence, it has to take into consideration the context in which this enunciation is produced. Therefore, it is the sum of text and context that marks the beginning of Discourse Analysis.

In short, CDA focuses on macrostructures: analysis of complete utterances (transcriptions of stereotypes, arguments, rationalized prejudices, ...) but also of words, transcending their textual nest and situating them in the contextual horizon proposed by both CDA and pragmatics. The task of identifying these structures, their strategic function (semantic, rhetorical, argumentative...), the social model and the beliefs that make them possible, viable and comprehensible (enough to be shared by sender and receiver). In short, its aim is to place each behavior, each linguistic gesture, each manifestation, in the social order in which it is gestated, in which it has referents and meanings.

The evolution of this discipline, however, which facilitates mechanisms by which inequality phenomena present in discourses can be identified and analyzed, has led, over time, to the term Critical Discourse Analysis, a methodological proposal that serves both analysis and denunciation. One of the most studied phenomena (although obviously not the only one from CDA) is that of the dominant ideology and the way in which it subtly penetrates discourses and, consequently, mentalities.

The guiding principle of CDA is that language is never neutral, never objective. Much less innocent. All language carries its own baggage, its own connotative load.

In its critical vocation, the CDA is in the tradition of the Frankfurt School of the 1930s, which doubts the principles of objectivity. Adorno decrees that language is not something neutral, but something full of values, which presupposes relations of power that discourse represents and nourishes. But even before the Frankfurt School, other theories resounded that have shaped the CDA into what it is today.

Saussure (and before him, Wilhelm von Humboldt) considered language not only as a system of signs, but as a communicative code which fulfils certain functions in a given period of time. In fact, with Structuralism came the need to connect language with a society, with a cultural model, with a collective experience. For Humboldt, however, language symbolizes the

spirit of the people, a phenomenon that would give rise to nineteenth-century nationalism and other identity-based movements.

Sapir and Whorf lay the foundations of linguistic relativism, which would inspire ethnolinguistics of which Gumperz or Dell Hymes are representatives.

Some aspects of Russian Formalism also leave their mark on CDA, with particular relevance to Bakhtin's thought. All spheres of human activity are related to language. This is also perceived by Volosinov, who advocates the integration of language into social processes. Propp, in the 1950s, undertook the analysis of Russian mythology, which gave rise to narratology, which made it possible to move on to the study of macrostructure, a core-concept, as we have mentioned before. An approach that suited both linguists and anthropologists.

In the early 1960s, the School of Analytical Philosophy was established, in which the figure of Austin stands out (his key work is "How to do things with words") and in essence it opposes the idea that a theory of meaning should be reduced to the truth conditions of statements, as the neopositivists (who ended up confusing referent and meaning) maintained. He proposes the theory of linguistic acts. It does not matter the truth value of our utterances (it is often very difficult to assign/determine truth) but the place that the utterance occupies in our linguistic behavior. At the end of the same decade Searle publishes "Speech Act Theory", from which it follows that one has expectations about the consequences of the illocutionary act.

In the 1960s in France, the figure of Pêcheux and his studies of semantics emerged, i.e. the importance of meanings and changes of meaning in a word. And not only that, but also the importance of the sender and the receiver, the interaction that affects the meanings and the communicative act -sender and receiver will always be subject to normative roles, to power relations that result from the interaction itself-.

Expectations and a new term, intention (beyond convention), are taken up by Pragmatics, which emphasize discursive features such as relevance, clarity, manner, etc. In other words: all those phenomena in which context affects the meaning. Therefore, aspects as implicatures or ambiguity are object of interest of this field. A relevant representative is Grice and its theory about the communicative principles, and Leech, who had specifically made contributions to the study of the forms and manners of politeness.

There is a specific branch of the Sociolinguistics that studies the language in its social context (the social perspective is necessary in order to have a general framework to understand linguistic activity). In this field we could mention theoreticians like Bernstein, Fishman or Labov, who focuses on the social processes, communicative styles, variables depending upon the social and cultural context, etc.

From the field of semiology there are also significant like those of Kress and Hodge for whom language does not exist without social meanings. Both somewhat reverse Sapir and Whorf's theory that language determines your thinking to ensure that it is thinking (and its complexity, and the number of cross-cutting elements that converge in it) that determines language.

Halliday and his ""Systemic grammar" delves into the network of interrelationships, according to the real needs of sender and receiver, and according to codes imposed by the culture itself. He also approaches to the thematic organization of sentences and relations between the different sentences of a discourse.

The works of the Dutch linguist Teun van Dijk, like "Text and context" or "The science of text", conferred a cognitive orientation to discourse studies. At the same time, the historical dimension of CDA was approached by Ruth Wodak, who mainly deals with discrimination and antisemitism in her research.

Definitely textual grammar, a consequence of formalism, tries to provide sentences with broad structural and thematic characterizations. Aspects such as coherence and connectivity of sentence sequences begin to arouse interest, which led discourse studies to a more cognitive dimension (text psychology) and to the elements involved in information processing, with semantic memory, knowledge representation and cognitive processes being essential fields of study. The work of Van Dijk and Kintsch can be placed in this area of knowledge.

Last but not least, works in the field of analysis of textual actors, like the studies of the Australian Theo van Leeuwen, and the phenomenon of intertextuality, from which Norman Fairclough is the most significant representative, have meant redefining discourse studies in a more socially engaged dimension.

Nowadays, thanks to work in the field of CDA and its consolidation as an analytical tool, phenomena such as racism, sexism, discrimination, prejudice, etc. have been extensively studied in a wide range of public discourses, ranging from political to media discourses, or even interpersonal interaction in the private sphere.

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